



Research Article

Reassessment of Entrepreneurship Education and Employability Among Graduate in Cross River State, Nigeria

Odey Clement Afo* , Rajunor Sam Bassey 

Department of Vocational Technical Education, University of Cross River State, Calabar, Nigeria

Abstract

This study, titled “Reassessment of Entrepreneurship Education and Employability Among Graduates in Cross River State,” examines the effectiveness of entrepreneurship education in enhancing the employability, self-reliance, and job creation potential of university and tertiary institution graduates within the state. In light of persistent graduate unemployment and underemployment in Nigeria, this reassessment seeks to determine whether the existing entrepreneurship curriculum and teaching methods adequately equip students with practical skills and entrepreneurial mindsets. The research adopted a Descriptive survey research design. with total the population of about 1023 randomly selected from UNICROSS, UNICAL AND UEA and employers of labour. Simple random sampling technique was used to drawn sample size of 210 graduate and employers of labour in cross river state, calabar was obtained using Cohen, Mansion and Morison (2018) criteria for very large populations sampling at confidence interval level of 95% confidence level; Because the sample size is Large enough to detect meaningful effects. The Instrument used for data collection was a structured questionnaire titled “reassessment of entrepreneurship education and employability among graduate questionnaire” (REEEGQ). The instrument was developed by the researcher. The questionnaire is structured on a four- point rating to determine the reassessment of entrepreneurship education and employability The questionnaire was validated by three (3) experts. The reliability is; cluster A=0.77, cluster B=0.82, cluster C= 0.61, cluster D = 0.79, with an overall reliability coefficient of 0.86 was obtained through Cronbach alpha method. Mean was used to answer the research questions, while the hypotheses were tested using independent t – test statistic at 0.05 level of significance. Findings reveal that entrepreneurship education has a significant positive impact on graduates’ employability. The reassessment indicates that while entrepreneurship education holds strong potential as a tool for employment generation, its current implementation requires substantial improvement. The study concludes that strengthening curriculum delivery, increasing experiential learning opportunities, and providing institutional and government support are critical to maximizing the employability benefits of entrepreneurship education. Recommendations are made for policymakers, educational institutions, and stakeholders to reposition entrepreneurship education as a practical, outcome-driven component of graduate development.

Keywords

Entrepreneurship Education, Employability, Graduate, Cross River State

*Correspondence: Odey Clement Afo (odeyclement@yahoo.com), Odey Clement Afo (clement.odey.78374@unn.edu.ng)

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1. Introduction

Education and employability are intrinsically linked facets of economic and human development, particularly in regions confronted by high graduate unemployment. In Nigeria, and by extension in Cross River State, the roles of entrepreneurship education and employability have increasingly come under scrutiny as policymakers and educators seek to tackle the pressing challenge of graduate joblessness. Nigeria continues to grapple with large numbers of unemployed or under-employed graduates despite the expansion of higher education. The prevalence of this phenomenon has prompted calls for the educational system not only to impart academic knowledge but also to build capacities that enhance the prospects of employment or self-employment. Studies show that entrepreneurship education can help bridge the gap between graduation and gainful engagement. For instance, one investigation found a “high positive relationship” between entrepreneurship education and graduates’ employability, observing that approximately 45% of employability variation was attributable to entrepreneurship education [1, 4]. In Cross River State, a relevant study examined entrepreneurial skills (planning, marketing, management) among business-education graduates and found that while differences between university types were negligible, significant differences existed in marketing and management skills as they pertain to employability [6]. Such findings underscore the importance of entrepreneurship-oriented training for enhancing employability outcomes among graduates.

Entrepreneurship education refers to structured learning experiences in which students are exposed to knowledge, skills, and attitudes oriented toward opportunity recognition, creation of value (often via business ventures), and self-reliance. It goes beyond preparing students for wage employment, emphasising instead self-employment, innovation, and business creation [7]. For example, a study in Nigeria found that entrepreneurial education significantly impacts unemployment reduction among graduates by equipping them with skills for self-employment and business opportunity-identification [6]. Employability, in this context, means the capability of a graduate to obtain and sustain gainful employment—either as an employee, self-employed entrepreneur, or business creator. It encompasses not just technical knowledge, but also employability skills such as communication, leadership, problem-solving, risk-taking, and adaptability. Research in Rivers State found that business education graduates needed a range of such skills (e.g., sales & marketing skills, financial knowledge, leadership) for entrepreneurship and gainful employment [12].

Given the widespread interest in entrepreneurship education as a remedy to graduate unemployment entrepreneurship education accounted for about 45% of the variation in graduate employability [14, 26]. Curriculum reviews show that entrepreneurship education is often intended to be a panacea for graduate unemployment, yet challenges remain in curriculum

development, delivery and implementation [5]. entrepreneurship education support employability and self-employment, there are challenges: curriculum misalignment, teaching methods that are too theoretical, lack of practical exposure, inadequate institutional resources, mismatch between skills taught and labour-market needs [3, 20]. The skills acquired via entrepreneurship education are not always align with labour-market or self-employment requirements. Contextual factors (local economy, culture, infrastructure) affect how entrepreneurship education translates into employability. Differences in institutional capacity (universities, polytechnics) influence the quality of entrepreneurship education delivered.

Empirical evidence specific to Cross River State is limited, especially regarding how well entrepreneurship education influences employability among graduates in the state. the gaps in entrepreneurial marketing and management skills among business education graduates [8, 27]. Further, the broader literature suggests that the curriculum and pedagogy of entrepreneurship education often fall short of equipping graduates with practical business acumen [11] given the persistent challenge of graduate unemployment in Nigeria, entrepreneurship education has been advanced as a key strategy to enhance employability and foster self-reliance. However, the actual impact of such education on employability outcomes can vary significantly by context. In Cross River State, existing evidence suggests there are skill gaps among graduates despite entrepreneurship education, Consequently, Because of the above scenario it became pertinent on Reassessment of Entrepreneurship Education and Employability Among Graduate in Cross River State.

Theoretical Frame Work

Human Capital Theory

“Human capital refers to the stock of competencies, knowledge, social and personality attributes, including creativity, embodied in the ability to perform work to produce economic value.” [13] human capital theory assumes that individuals take actions that will likely increase their future earnings and overall well-being. Such investments are costly: they might involve direct costs such as tuition and fees for school, and indirect costs such as foregone earnings during the period spent in school. These investments result in some expected future benefits. The benefits might include a higher wage, but can also be anything that the individual value for example, better working conditions or a longer life. Human capital theory typically models investment decisions such as those resulting from an optimization process: an individual will invest in such activities in order to maximize well-being over the course of a lifetime. Observed outcomes in the marketplace will be the result of an equilibrium process where the demand for specific skills and abilities is balanced with its supply.

Human capital theory offers numerous useful insights and testable hypotheses about human behavior. One of the first to be explored is that observed differentials in earnings can be

explained in part by differences in training costs. Adam Smith noted that professions that require years of training tend to have annual higher earnings than professions with no such restrictions. Using human capital theory, the explanation for this empirical observation is that a rational individual would only be willing to incur the costs of tuition and lost earnings during the training period if that investment has a sufficiently high rate of return in the form of higher earnings post training. This shows that lifetime earnings are a more appropriate measure when evaluating inequality: two individuals, one who invests in professional training and one who does not, can have identical lifetime earnings, but very different earnings at each point during their lives.

However, Education increases individuals' knowledge, skills, and competencies, which enhances productivity and employability. Entrepreneurship education builds cognitive (e.g., problem-solving), functional (e.g., business planning), and behavioural skills (e.g., innovation mindset) that improve graduates' employability in both employment and self-employment contexts.

Students who receive entrepreneurship education develop market-relevant skills that increase adaptability and employability in dynamic labour markets.

2. Research Statement

Despite the introduction of entrepreneurship education into Nigeria's tertiary education curriculum by the [20] in 2007, graduate unemployment remains high in Cross River State and across the nation. According [17-19], youth unemployment remains above 30%, with many graduates unable to secure jobs or start sustainable ventures. This indicates that existing entrepreneurship education may not be translating effectively into employability, thus warranting a reassessment to determine the causes and identify areas for improvement. [21, 25] have revealed disparities between policy intent and actual outcomes, many institutions focus on theory rather than practical skill acquisition. Evidence abounds that entrepreneurship curricula in Nigerian universities are often theoretical, outdated, and poorly implemented [2].

Entrepreneurship education curriculum is often *poorly taught and insufficiently practical*, with limited industrial experience, site visits, or hands-on engagement that are crucial for real-world entrepreneurial readiness. Graduates may receive theoretical instruction but lack *critical employability skills* such as financial literacy, marketing, creative problem-solving, and business planning — skills that are essential in navigating Nigeria's competitive labor market and establishing viable enterprises. Moreover, despite the recognized potential of entrepreneurship education to foster self-employment and economic development, many graduates remain *underemployed or unemployed* years after completing their programs. Gaps in *mentorship, access to capital, industry linkages, and career support mechanisms* exacerbate this problem and raise questions about whether current entrepreneurship

education approaches sufficiently prepare graduates for the realities of the labor market in Cross River State.

Entrepreneurship education is ideally designed to equip graduates with the practical skills, innovative mindset, and self-employment capabilities necessary to thrive in today's dynamic economy. In theory, such programs bridge the gap between academic knowledge and real-world business application, ultimately enhancing graduates' employability and economic independence [21]. Entrepreneurship education, in particular, is expected to prepare students not just for traditional employment, but also to become job creators. Despite the growing emphasis on entrepreneurship in Nigeria's educational policy, many graduates from the University continue to face significant challenges securing gainful employment or launching sustainable businesses [27]. This disconnect between the expected outcomes and the realities faced by graduates suggests a gap in the curriculum's effectiveness, delivery methods, or practical relevance. There is growing concern that entrepreneurship education as currently implemented may not be achieving its intended goals.

Despite [20] mandate for entrepreneurship education, many graduates from the University face significant challenges in securing employment or launching their own businesses. The current entrepreneurship education program in the University may not adequately prepare graduates for the demands of the job market or entrepreneurial ventures, primarily due to an overemphasis on theoretical knowledge over practical skills. Additionally, resource constraints and outdated teaching methods further hinder the program's effectiveness. This disconnect is particularly pronounced in Cross River State, where the economy relies heavily on SMEs, agriculture, and tourism [18]. Graduates lacking the necessary skills to navigate these sectors may struggle to find employment or create their own opportunities, perpetuating the cycle of unemployment and underemployment. Consequently.

Although entrepreneurship education has been widely implemented in Cross River State institutions and is perceived as potentially beneficial for graduates' self-employment, existing studies rarely assess the actual employability outcomes of graduates after completing the programmes [24]. [12] opined that people tends to focus on programme implementation or students' perceptions rather than validated measures of skill acquisition and long-term graduate success in the labour market. There is also limited examination of how variations in curriculum quality, institutional support, and local labour market conditions in Cross River State influence employability, leading to a significant gap in understanding the true effectiveness of entrepreneurship education in enhancing graduate employability. [9] stressed that despite widespread implementation of entrepreneurship education, its impact on employability remains inadequately explored in Cross River State tertiary institutions. [16] stressed that entrepreneurship education components do not significantly predict economic development, pointing to a gap in efficacy measurement., Because of the above scenario it

became pertinent for Reassessment of Entrepreneurship Education and Employability Among Graduate in Cross River State.

2.1. Purpose of the Study

The general purpose of this study is to critically examine the need to reassess entrepreneurship education in relation to its impact on the employability of graduates. Specifically, the study determines the influence of reassessing;

1. Small scale business on employability of graduates of university
2. Social entrepreneurship on employability of graduates in the University
3. Innovative entrepreneurship on the employability of graduates of university
4. Corporate entrepreneurship on the employability of graduates of university

2.2. Research Questions

This study will be guided by the following research questions:

- 1) What is the influence of reassessing small-scale business on employability of business education graduates of university of cross river state, calabar.
- 2) What is the influence of reassessing social entrepreneurship on employability of graduates in the University of Cross River State.
- 3) What is the influence of reassessing innovative entrepreneurship on the employability of Business education graduates of the University of Cross River State.

- 4) What is the influence of reassessing corporate entrepreneurship on the employability of graduates from the University of Cross river State.

2.3. Hypothesis

The following null were formulated to guide the study and will be tested at 0.05 level of significance.

H₀₁: The mean rating of male and female business education graduates is not significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State.

H₀₂: The mean rating of male and female business education graduates is not significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of Cross River State.

H₀₃: The mean rating of male and female business education graduates is not significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State.

H₀₄: The mean rating of male and female business education graduates is not significantly influenced by reassessing corporate entrepreneurship on employability of graduates from the University of Cross river State.

3. Presentation of Results

Question One; What is the influence of reassessing small-scale business on employability of business education graduates of university of cross river state, calabar.

Table 1. Mean and Standard Deviation of Respondents on the influence of reassessing small-scale business on employability of business education graduates of university of cross river state, Calabar.

S/NO	Item Statements	N0	MEAN	SD	DEC
1	When small-scale businesses are reassessed—through modernization, better management as well as strategic planning—they tend to grow	127	2.09	.426	A
2	Graduates become more employable when their knowledge is seen as directly valuable to improving business operations.	127	2.08	.195	A
3	Reassessment often highlights gaps in business operations, such as poor financial management, lack of digital marketing, or inefficient logistics.	127	2.96	.195	A
4	Reassessing small-scale business models often encourages innovation as well as entrepreneurship.	127	2.60	.200	A
5	Reassessment brings awareness of the importance of collaboration between small businesses as well as educational institutions.	127	2.90	.160	A

Data on [Table 1](#): show the Mean and Standard Deviation of Respondents on the influence of reassessing small-scale business on employability of business education graduates of university of cross river state, Calabar. The result showed that the

items have mean ratings of; 2.094, 2.089, 2.96, 2.600 and 2.900 with standard deviations of .426, .195, .195, .200 and .0100 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that the following;

When small-scale businesses are reassessed—through modernization, better management as well as strategic planning—they tend to grow, Graduates become more employable when their knowledge is seen as directly valuable to improving business operations, Reassessment often highlights gaps in business operations, such as poor financial management, lack of digital marketing, or inefficient logistics, Reassessing small-scale business models often encourages innovation as well as entrepreneurship, Reassessment brings awareness of the importance

of collaboration between small businesses as well as educational institutions. The cluster mean of 2.77 with a standard deviation of 0.560 for male and female showed that small-scale business has influence on reassessing employability of business education graduates of university of cross river state.

H₀₁: The mean rating of male and female business education graduates is not significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State.

Table 2. *T-test Analysis of male and female business education graduates is not significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State.*

S/NO	ITEM STATEMENT	GROUP	MEAN	STD	T	DF	SIG	DEC
1	When small-scale businesses are reassessed—through modernization, better management as well as strategic planning—they tend to grow	Male Female	2.094	.4260	5.408	126	.000	S
2	Graduates become more employable when their knowledge is seen as directly valuable to improving business operations.	Male Female	2.039	.1952	7.712	126	.000	S
3	Reassessment often highlights gaps in business operations, such as poor financial management, lack of digital marketing, or inefficient logistics.	Male Female	1.960	.1952	3.167	126	.000	S
4	Reassessing small-scale business models often encourages innovation as well as entrepreneurship.	Male Female	2.000	.6000	5.408	127	.000	S
5	Reassessment brings awareness of the importance of collaboration between small businesses as well as educational institutions.	Male Female	2.000	.3000	1.712	128	.000	S

Data on **Table 2:** *T-test Analysis* of male and female business education graduates is not significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State. Result shows that there is a significant difference between the mean ratings for item 1-5 This is because the significant values for items 1 to 5 are more than 0.05 set as level of significance for testing the null hypotheses. With a degree of freedom of 126 and a significant or probability value of 0.00 was obtained. Since the cluster probability value of 0.00 less than 0.05 level of significance ($P < 0.05$), this means that hypothesis one (1) which

stated that The mean rating of male and female business education graduates is not significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State is rejected, inference drawn is the the mean rating of male and female business education graduates is significantly influenced by reassessing small scale business and the employability of graduates of University of Cross River State.

Question two. What is the influence of reassessing social entrepreneurship on employability of graduates in the University of Cross River State.

Table 3. *Mean and Standard Deviation of Respondents on the influence of reassessing social entrepreneurship on employability of business education graduates of university of cross river state, Calabar.*

S/NO	Item Statements	N0	MEAN	SD	DEC
6	Social entrepreneurship often addresses unmet needs in communities (e.g. health, education, environment).	127	2.063	.3506	A
7	Social enterprises require a mix of business acumen and social impact awareness	127	2.893	3.737	A

S/NO	Item Statements	N0	MEAN	SD	DEC
8	Reassessing social entrepreneurship may shift focus from nonprofit dependency to self-sustaining business models, encouraging graduates to start their own ventures.	127	2.639	.1952	A
9	Many graduates today seek meaningful careers. Social entrepreneurship offers work that combines income with social impact	127	2.572	3.7497	A
10	As social enterprises expand, they offer internship, volunteer, and entry-level roles.	127	2.922	.6887	A

Data on [Table 3](#): show the Mean and Standard Deviation of Respondents on the influence of reassessing social entrepreneurship on employability of business education graduates of university of cross river state, Calabar. The result showed that the items have mean ratings of; 2.063, 2.893, 2.639, 2.572 and 2.922 and with standard deviations of .3506, 3.7377, .195, 3.7497 and .6887 with respectively These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that the following; Social entrepreneurship often addresses unmet needs in communities (e.g. health, education, environment), Social enterprises require a mix of business acumen and social impact awareness, reassessing social entrepreneurship may shift focus from nonprofit dependency to

self-sustaining business models, encouraging graduates to start their own ventures, Many graduates today seek meaningful careers. Social entrepreneurship offers work that combines income with social impact and as social enterprises expand, they offer internship as well as entry-level roles. The cluster mean of 2.67 with a standard deviation of 0.555 showed that social entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state, Calabar.

H₀₂: The mean rating of male and female business education graduates is not significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of Cross River State.

Table 4. *T-test Analysis of the mean rating of male and female business education graduates is not significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of Cross River State.*

S/NO	ITEM STATEMENT	GROUP	MEAN	SD	T	DF	SIG	DEC
6	Social entrepreneurship often addresses unmet needs in communities (e.g. health, education, environment).	Male female	2.063	.3506	66.294	126	.000	S
7	Social enterprises require a mix of business acumen and social impact awareness	Male female	2.393	3.737	7.217	126	.000	S
8	Reassessing social entrepreneurship may shift focus from nonprofit dependency to self-sustaining business models, encouraging graduates to start their own ventures.	Male female	2.039	.1952	.1177	126	.000	S
9	Many graduates today seek meaningful careers. Social entrepreneurship offers work that combines income with social impact	Male female	2.472	3.749	7.431	126	.000	S
10	As social enterprises expand, they offer internship, volunteer, and entry-level roles.	Male female	2.322	.6887	38.009	126	.000	S

Data on [Table 4](#): above show the *T-test Analysis* of the mean rating of male and female business education graduates is not significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of

Cross River State. Result shows that there is a significant difference between the mean ratings for item 6-10 This is because the significant values for items 6 to 10 are more than 0.05 set as level of significance for testing the null hypotheses.

With a degree of freedom of 126 and a significant or probability value of 0.00 was obtained. Since the cluster probability value of 0.00 less than 0.05 level of significance ($P < 0.05$), this means that hypothesis two (2) which stated that The mean rating of male and female business education graduates is not significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of Cross River State is rejected, inference drawn is that the mean rating

of male and female business education graduates is significantly influenced by reassessing social entrepreneurship and the employability of graduates in University of Cross River State.

Question three; What is the influence of reassessing innovative entrepreneurship on the employability of Business education graduates of the University of Cross River State.

Table 5. Mean and Standard Deviation of Respondents on the influence of reassessing innovative entrepreneurship on the employability of Business education graduates of the University of Cross River State.

S/NO	Item Statements	N0	MEAN	SD	DEC
11	Innovative entrepreneurship focuses on new ideas, technologies as well as business models	127	2.900	.0678	A
12	Reassessing innovative entrepreneurship often leads to startups of new ventures that require business managers, marketers, financial planners, and analysts.	127	3.960	.1952	A
13	Reassessment highlights the importance of entrepreneurship education that nurtures risk-taking, problem-solving as well as opportunity recognition.	127	4.086	7.28776	A
14	Through reassessment, educational institutions can identify gaps in current business education curricula.	127	4.307	.46311	A
15	Reassessment can foster partnerships between universities on innovative enterprise providing internships as well as practical experience.	127	3.685	7.3654	A

Data on Table 5: above show the Mean and Standard Deviation of Respondents on the influence of reassessing innovative entrepreneurship on the employability of Business education graduates of the University of Cross River State. The result showed that the items have mean ratings of; 2.900, 3.960, 4.086, 4.307 and 3.685 and with standard deviations of; .0678, .1952, 7.28776, .46311 and 7.36541 respectively These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that the following; Innovative entrepreneurship focuses on new ideas, technologies as well as business models, Reassessing innovative entrepreneurship often leads to startups of new ventures that require business managers, marketers, financial planners, and analysts, Reassessment highlights the importance of entrepreneurship education that nurtures risk-taking, problem-solving as well as

opportunity recognition, Through reassessment, educational institutions can identify gaps in current business education curricula and Reassessment can foster partnerships between universities on innovative enterprise providing internships as well as practical experience. The cluster mean of 3.67 with a standard deviation of 0.655 showed that innovative entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state, Calabar.

H₀₃: The mean rating of male and female business education graduates is not significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State.

Table 6. T-test Analysis of the mean rating of male and female business education graduates is not significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State.

S/NO	ITEM STATEMENT	GROUP	MEAN	SD	T	DF	SIG	DEC
11	Innovative entrepreneurship focuses on new ideas, technologies as well as business models	Male Female	2.0000	.0420	3.167	126	.000	S

S/NO	ITEM STATEMENT	GROUP	MEAN	SD	T	DF	SIG	DEC
12	Reassessing innovative entrepreneurship often leads to startups of new ventures that require business managers, marketers, financial planners, and analysts.	Male	1.9606	.19524	6.319	126	.000	S
13	Reassessment highlights the importance of entrepreneurship education that nurtures risk-taking, problem-solving as well as opportunity recognition.	Male female	4.0866	7.28776	6.141	126	.000	S
14	Through reassessment, educational institutions can identify gaps in current business education curricula.	Male Female	2.3071	.46311	5.638	126	.000	S
15	Reassessment can foster partnerships between universities on innovative enterprise providing internships as well as practical experience.	Male Female	3.6850	7.36541	1.167	126	.000	S

Data on Table 6: T-test Analysis of the mean rating of male and female business education graduates is not significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State. Result shows that there is a significant difference between the mean ratings for item 11-15. This is because the significant values for items 11-15 are more than 0.05 set as level of significance for testing the null hypotheses. With a degree of freedom of 126 and a significant or probability value of 0.00 was obtained. Since the cluster probability value of 0.00 less than 0.05 level of significance ($P < 0.05$), this means that hypothesis three (3) which stated that The mean rating of male

and female business education graduates is not significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State is rejected, inference drawn is that The mean rating of male and female business education graduates is significantly influenced by reassessing innovative entrepreneurship and the employability of graduates of University of Cross River State.

Question four; What is the influence of reassessing corporate entrepreneurship on the employability of graduates from the University of Cross river State.

Table 7. Mean and Standard Deviation of Respondents on the influence of corporate entrepreneurship on the employability of Business education graduates of the University of Cross River State.

S/NO	Item Statements	N0	MEAN	SD	DEC
16	Corporate entrepreneurship (also known as intrapreneurship) involves innovation and entrepreneurial activities within existing companies	127	3.921	7.06276	A
17	When corporations emphasize entrepreneurship, they create roles such as innovation managers, project leaders, business developers, and strategy analysts.	127	4.086	.28238	A
18	Reassessing corporate entrepreneurship encourages embedding an entrepreneurial culture within companies	127	3.212	.41077	A
19	Insights from reassessing corporate entrepreneurship help educational institutions adjust their curricula.	127	5.250	.66404	A
20	Corporate entrepreneurship reassessment often fosters collaborations between academia as well as industry	127	4.542	2.77547	A

Data on Table 7: show the Mean and Standard Deviation of Respondents on the influence of corporate entrepreneurship

on the employability of Business education graduates of the University of Cross River State. The result showed that the

items have mean ratings of; 3.921, 4.086, 3.212, 5.250 and 4.542 and with standard deviations of; 7.06276,.28238,.41077,.66404, 2 and 77547 respectively These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that the following; Corporate entrepreneurship (also known as intrapreneurship) involves innovation and entrepreneurial activities within existing companies, When corporations emphasize entrepreneurship, they create roles such as innovation managers, project leaders, business developers, and strategy analysts, Reassessing corporate entrepreneurship encourages embedding an entrepreneurial culture within companies, Insights from reassessing

corporate entrepreneurship help educational institutions adjust their curricula and Corporate entrepreneurship reassessment often fosters collaborations between academia as well as industry. The cluster mean of 3.67 with a standard deviation of 0.655 showed that corporate entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state, Calabar.

H₀₄: The mean rating of male and female business education graduates is not significantly influenced by reassessing corporate entrepreneurship on employability of graduates from the University of Cross river State.

Table 8. T-test Analysis of the mean rating of male and female business education graduates is not significantly influenced by reassessing corporate entrepreneurship and the employability of graduates of University of Cross River State.

S/NO	ITEM STATEMENT	GROUP	MEAN	SD	T	DF	SIG	DEC
16	Corporate entrepreneurship (also known as intrapreneurship) involves innovation and entrepreneurial activities within existing companies	Male female	3.921	7.06276	6.257	126	.000	S
17	When corporations emphasize entrepreneurship, they create roles such as innovation managers, project leaders, business developers, and strategy analysts.	Male	2.086	.28238	.273	126	.000	S
18	Reassessing corporate entrepreneurship encourages embedding an entrepreneurial culture within companies	Male female	2.212	.41077	0.703	126	.000	S
19	Insights from reassessing corporate entrepreneurship help educational institutions adjust their curricula.	Male female	2.250	.66404	.335	127	.000	S
20	Corporate entrepreneurship reassessment often fosters collaborations between academia as well as industry	Male Female	2.542	2.77547	.605	128	.000	S

Data on Table 8: show the t-test Analysis of the mean rating of male and female business education graduates is not significantly influenced by reassessing corporate entrepreneurship and the employability of graduates of University of Cross River State. Result shows that there is a significant difference between the mean ratings for item 11-15. This is because the significant values for items 16-20 are more than 0.05 set as level of significance for testing the null hypotheses. With a degree of freedom of 126 and a significant or probability value of 0.00 was obtained. Since the cluster probability value of 0.00 less than 0.05 level of significance (P<0.05), this means that hypothesis four (4) which stated that the mean rating of male and female business education graduates is not significantly influenced by reassessing corporate entrepreneurship and the employability of graduates of University of Cross River State is rejected, inference drawn is that the mean rating

of male and female business education graduates is significantly influenced by reassessing corporate entrepreneurship and the employability of graduates of University of Cross River State.

Major Findings of the study

The following findings of the study emerged;

1. the influence of reassessing small-scale business on employability of business education graduates of university of cross river state, calabar. this means that the following; When small-scale businesses are reassessed—through modernization, better management as well as strategic planning—they tend to grow, Graduates become more employable when their knowledge is seen as directly valuable to improving business operations, Reassessment often highlights gaps in business operations, such as poor financial management, lack of digital marketing, or inefficient logistics, Reassessing small-scale

business models often encourages innovation as well as entrepreneurship, Reassessment brings awareness of the importance of collaboration between small businesses as well as educational institutions. These showed that the respondents all agreed that small-scale business has influence on reassessing employability of business education graduates of university of cross river state.

2. The influence of reassessing social entrepreneurship on employability of graduates in the University of Cross River State. this means that the following; Social entrepreneurship often addresses unmet needs in communities (e.g. health, education, environment), Social enterprises require a mix of business acumen and social impact awareness, reassessing social entrepreneurship may shift focus from nonprofit dependency to self-sustaining business models, encouraging graduates to start their own ventures, many graduates today seek meaningful careers. Social entrepreneurship offers work that combines income with social impact and as social enterprises expand, they offer internship as well as entry-level roles. These showed that the respondents all agreed that social entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state.

3. The influence of reassessing innovative entrepreneurship on the employability of Business education graduates of the University of Cross River State. the following; Innovative entrepreneurship focuses on new ideas, technologies as well as business models, Reassessing innovative entrepreneurship often leads to startups of new ventures that require business managers, marketers, financial planners, and analysts, Reassessment highlights the importance of entrepreneurship education that nurtures risk-taking, problem-solving as well as opportunity recognition, Through reassessment, educational institutions can identify gaps in current business education curricula and Reassessment can foster partnerships between universities on innovative enterprise providing internships as well as practical experience. These showed that the respondents all agreed that innovative entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state.

4. The influence of reassessing corporate entrepreneurship on the employability of graduates from the University of Cross river State. the following; Corporate entrepreneurship (also known as intrapreneurship) involves innovation and entrepreneurial activities within existing companies, When corporations emphasize entrepreneurship, they create roles such as innovation managers, project leaders, business developers, and strategy analysts, Reassessing corporate entrepreneurship encourages embedding an entrepreneurial culture within companies, Insights from reassessing corporate entrepreneurship help educational institutions adjust their curricula and Corporate entrepreneurship reassessment often fosters collaborations between academia as well as industry. These showed that the respondents all agreed that corporate entrepreneurship has influence on reassessing employability of business education graduates of university of cross river state.

4. Discussion of Findings

Entrepreneurship education (ENT) is widely implemented across tertiary institutions in Cross River State—approximately 67.8% report offering the program—the quality of its delivery remains questionable. Over 60% of respondents indicated that the course is not well taught, highlighting a significant gap between availability and effectiveness. More than three-quarters (76.8%) noted that there are no industrial attachments or visits incorporated into the program [23] The program's structural presence alone doesn't ensure impact. Without quality instruction and experiential components, entrepreneurship education may remain theoretical and ineffective in enhancing employability. The program has inspired some graduates to pursue self-employment, the reported figure remains modest—only around 9.9% of respondents have actually become self-employed due to the course [27] There's clear potential for entrepreneurship training to spur job creation, but the current model achieves limited real-world entrepreneurial transition. This small uptake suggests that graduates may lack the confidence, networks, or practical competence necessary to launch ventures successfully. Despite the limitations in implementation, the perception of entrepreneurship education remains overwhelmingly positive—90.9% of participants believe the program has strong prospects for enhancing graduate employment [21] Positive perceptions indicate fertile ground for reform. If stakeholders recognize entrepreneurship education's value, they may be more receptive to strategic improvements in curriculum design, pedagogy, and delivery.

A related study within Rivers State universities found a statistically significant relationship between entrepreneurship skills acquired during education and graduate employability [10]. A broader regional assessment in Rivers State identified core employability skills—such as communication, leadership, ICT, problem-solving, risk-taking, and financial prudence—as crucial for both entrepreneurship and gainful employment. The study, however, also pointed to challenges like inadequate funding, poor facilities, and outdated curriculum content [15]. These findings reinforce that investment in practical skills and infrastructural support meaningfully bridge the gap between education and employability among business graduates. A more recent investigation focused on post-COVID strategies in Cross River State suggests that harnessing e-learning and blended learning approaches significantly improve undergraduates' creativity and self-employment propensity [22] Modern instructional delivery modes—when strategically integrated—can revitalize entrepreneurship education, making it more relevant and adaptive to current challenges. The findings collectively emphasize a critical need for reassessment of entrepreneurship education programs at the University of Cross River State, Calabar—not due to absence, but because significant improvements are needed in how the program is structured and delivered. Specifically, transitioning from predomi-

nantly theoretical frameworks to more action-oriented, experiential, and digitally-enhanced pedagogies can increase employability outcomes. Addressing infrastructural deficits, practical training gaps, and curriculum relevance will better position graduates to become job creators, not just job seekers.

Implications of the Study

The reassessment of entrepreneurship education and its relationship with graduate employability carries several important implications for policymakers, educational institutions, employers, and students. These implications can be grouped into academic, policy, economic, and social dimensions.

1. Curriculum and Pedagogical Implications
 - a) Shift from theory to practice: Institutions should integrate experiential learning approaches such as internships, business simulations, mentorship, and incubation programs.
 - b) Skill-based curriculum design: Emphasis should be placed on developing transferable skills such as critical thinking, creativity, problem-solving, leadership, adaptability, and digital competence.
 - c) Interdisciplinary integration: Entrepreneurship education should not be limited to business students but embedded across disciplines (engineering, arts, sciences, etc.).
 - d) Continuous curriculum review: Regular reassessment ensures alignment with evolving labor market demands and technological advancements.
2. Policy Implications
 - a) Government support and funding: Policymakers should provide grants, startup funding schemes, and institutional support for entrepreneurship programs.
 - b) Industry–academic collaboration: Policies should encourage partnerships between universities and industries to bridge the gap between academic training and labor market expectations.
 - c) National employment strategies: Entrepreneurship education can be incorporated into broader employment and economic development strategies to reduce graduate unemployment.
3. Institutional Implications
 - a) Establishment of incubation centers: Universities may need to create innovation hubs and entrepreneurship development centers.
 - b) Capacity building for educators: Lecturers should receive training in modern entrepreneurial teaching methods.
 - c) Performance evaluation metrics: Institutions may include graduate self-employment rates and entrepreneurial success as indicators of institutional effectiveness.
4. Implications for Graduates
 - a) Enhanced employability: Graduates become more versatile and competitive in the job market.
 - b) Self-reliance and job creation: Instead of relying solely on paid employment, graduates may pursue

self-employment and create jobs for others.

- c) Career resilience: Entrepreneurial skills equip graduates to adapt to changing economic environments.
5. Economic and Social Implications
 - a) Reduction in unemployment rates: Effective entrepreneurship education can reduce youth and graduate unemployment.
 - b) Economic growth and innovation: Entrepreneurial graduates contribute to innovation, productivity, and national development.
6. Research Implications
 - a) Measurement refinement: Development of better tools to measure entrepreneurial competence and employability outcomes.

5. Conclusions

- 1) Inadequate Alignment with Market Needs: The current entrepreneurship education curriculum for business education graduates at the University of Cross River State, Calabar, shows gaps in aligning with the evolving demands of the job market, thereby limiting graduates' employability and readiness to start or manage viable businesses.
- 2) Need for Practical Skills Emphasis: The study reveals that entrepreneurship education heavily focuses on theoretical knowledge rather than practical skills such as business planning, financial management, and innovation, which are critical for employability and successful entrepreneurship.
- 3) Limited Exposure to Real-World Business Environment: There is a significant need to incorporate experiential learning opportunities, including internships, mentorship, and business incubation programs, to better prepare graduates for the realities of entrepreneurship and enhance their employability.
- 4) Curriculum Reassessment for Relevance: To improve employability, the entrepreneurship curriculum requires regular review and updating to include contemporary business trends, digital skills, and entrepreneurial mindset development, tailored specifically to the socioeconomic context of Calabar and Nigeria at large.
- 5) Role of Entrepreneurship Education in Job Creation: The findings underscore that effective entrepreneurship education has the potential to transform graduates from job seekers to job creators, thereby reducing graduate unemployment and contributing to local economic development.
- 6) Recommendations for Policy and Practice: There is a critical need for stakeholders—including the university administration, policymakers, and industry partners—to collaborate in reassessing and redesigning entrepreneurship education to make it more responsive to the challenges faced by graduates in the business environment.

Recommendations

- 1) The University should regularly review and update the entrepreneurship education curriculum to ensure it is aligned with current industry trends, technological advancements, and the specific needs of the local and national economy.
- 2) Entrepreneurship education should include more practical components such as internships, live projects, business simulations, and case studies. This hands-on experience will better prepare graduates for real-world business challenges and enhance their employability.
- 3) The university should foster stronger partnerships with local businesses, entrepreneurial hubs, and industry experts. Such collaborations can facilitate mentorship programs, guest lectures, and networking opportunities, which are essential for bridging the gap between education and employment.
- 4) The university should establish or strengthen business incubation centers that provide resources, training, and funding support for graduates interested in starting their own ventures. This environment will encourage entrepreneurship and improve graduate employability.
- 5) Lecturers and facilitators of entrepreneurship education should engage in ongoing professional development to stay updated on the latest entrepreneurship teaching methodologies and industry practices, ensuring high-quality delivery of the curriculum.
- 6) Policy makers and educational authorities should support initiatives that encourage entrepreneurship education reform, provide funding for entrepreneurship programs, and create enabling environments for graduate entrepreneurs through favorable policies and access to credit facilities.

Abbreviations

ICT Information and Communication Technology

Author Contributions

Odey Clement Afo: Conceptualization, Writing – original draft, Writing – review & editing, Resources

Rajunor Sam Bassey: Data curation, Methodology

Conflicts of Interest

The author declares no conflict of interest.

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