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ENTREPRENEURSHIP EDUCATION AND EMPLOYABILITY SKILLS AMONG BUSINESS EDUCATION STUDENTS IN UNIVERSITY OF DELTA, AGBOR"

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ABSTRACT

This study examined the relationship between entrepreneurship education and employability skills among Business Education students at the University of Delta, Agbor. The research aimed to determine how entrepreneurship education influences the acquisition of technical skills, the development of soft skills, and the enhancement of entrepreneurial competencies and self-employment intentions. A descriptive survey research design was adopted, and the entire population of 119 Business Education students from 200 to 400 levels was engaged using a structured questionnaire. Data were analyzed using mean scores for research questions and Pearson Product Moment Correlation (PPMC) for hypothesis testing at a 0.05 level of significance. Findings revealed that entrepreneurship education significantly enhances students' technical abilities, including business planning, financial management, and market analysis. It also positively impacts soft skills such as communication, teamwork, creativity, and problem-solving. Furthermore, entrepreneurship education was found to strengthen entrepreneurial competencies and self-employment intentions, fostering confidence, innovation, and a proactive mindset among students. Correlation analysis confirmed significant positive relationships between entrepreneurship education and all dimensions of employability skills, with R-values ranging from 0.721 to 0.781 ($p < 0.05$). The study concludes that entrepreneurship education is a crucial mechanism for bridging the gap between academic knowledge and practical workforce readiness. It empowers students to be employable, self-reliant, and entrepreneurial, thus contributing to personal development and national economic growth. The study recommends enhancing experiential learning, mentorship programmes, and institutional support to maximize the impact of entrepreneurship education on employability outcomes.

KEYWORDS: Entrepreneurship Education, Employability Skills, Business Education, Technical Skills, Soft Skills, Entrepreneurial Competencies.

INTRODUCTION

Background to the Study

In Nigeria's rapidly evolving economy, higher education institutions are placing increasing emphasis on entrepreneurship education (EE) as a vital pathway for equipping graduates with employability and self-employment skills, rather than merely academic knowledge. This educational approach is designed to bridge the gap between graduation and

meaningful participation in the world of work—whether through paid employment or enterprise creation (Igbongidi, 2022). In Delta State, for instance, Business Education programmes have begun to integrate entrepreneurship modules and practical skill components to enhance students' readiness for the labour market (Okoro, 2021). Entrepreneurship education has now become a global cornerstone of tertiary education, particularly in developing economies that are striving to reduce graduate unemployment and boost innovation. Nigeria has aligned with this global trend through deliberate policy initiatives. The National Universities Commission (NUC), in its Benchmark Minimum Academic Standards (BMAS) introduced in 2007 and revised in 2019, mandates all undergraduate students to take at least one entrepreneurship-related course before graduation (Adebayo, 2023). The aim is to nurture creativity, adaptability, self-reliance, and job-creation abilities—skills indispensable for thriving in the 21st-century labour market.

Despite the establishment of these policies, evidence suggests persistent gaps between policy intentions and actual outcomes. In many institutions, entrepreneurship curricula remain heavily theoretical, offering limited opportunities for experiential learning. As a result, graduates often leave school without the full complement of practical and employability skills that employers demand (Uzoamaka & Okpuzor, 2025). A study by Eze, Ezenwafor, and Igberaharha (2023) among Business Education graduates in Delta State found that while accounting and office technology skills were highly prioritised, marketing and innovation skills were less developed—pointing to a misalignment between training and industry expectations. Historically, business education programmes in Nigeria were designed to prepare students for clerical and teaching roles. However, this orientation has expanded significantly over the years to include entrepreneurial, managerial, and digital competencies that respond to contemporary labour market realities. This shift aligns with the National Policy on Education (FRN, 2014), which advocates for functional education aimed at fostering economic self-reliance and sustainable development. Embedding entrepreneurship into business education thus serves a dual purpose: it empowers students to translate business theories into viable ventures while also strengthening their employability in both private and public sectors (Aina & Abiodun, 2022).

Nevertheless, the persistent challenge of graduate unemployment continues to raise questions about the actual impact of these entrepreneurship initiatives. According to the National Bureau of Statistics (NBS, 2024), youth unemployment and underemployment rates remain considerably high, indicating that many graduates still face difficulties securing gainful employment or establishing sustainable enterprises, despite undergoing entrepreneurship training. Scholars have attributed this situation to a combination of factors such as inadequate instructional facilities, poorly equipped entrepreneurial laboratories, weak industry linkages, and limited exposure to real-world business environments (Ede & Olagbemi, 2023). These deficiencies often prevent students from transforming classroom knowledge into tangible skills relevant to the world of work.

Moreover, the concept of employability has itself evolved in response to global economic shifts. Employers now demand graduates who can demonstrate a blend of technical and soft skills, including problem-solving, communication, teamwork, creativity, and digital literacy (Osakwe & Igwe, 2023). When properly implemented, entrepreneurship education serves as an

effective platform for developing these multidimensional skills through experiential learning—such as business simulations, project-based assignments, internships, and student-led ventures. Evidence from recent studies indicates that such experiential approaches significantly enhance graduates' adaptability, creativity, and entrepreneurial intentions (Oluwajobi & Amadi, 2024).

STATEMENT OF THE PROBLEM

Despite the growing prominence of entrepreneurship education in Nigerian universities, the challenge of graduate unemployment and underemployment continues to persist. Many graduates still find it difficult to secure meaningful employment or establish sustainable ventures, raising concerns about the effectiveness of entrepreneurship education in developing relevant employability skills. Although national policies—such as the NUC's mandate for entrepreneurship courses—aim to promote creativity, innovation, and self-reliance among undergraduates, implementation at the institutional level often remains theoretical rather than practical. In many Business Education programmes, students are still largely exposed to classroom instruction with minimal engagement in real-life entrepreneurial experiences. This limited practical exposure makes it difficult for them to acquire essential employability competencies such as problem-solving, teamwork, communication, adaptability, and digital literacy—skills that are increasingly demanded in today's competitive labour market. Previous studies in Delta State have revealed gaps between what is taught in Business Education curricula and what employers actually expect from graduates, suggesting a disconnect between educational training and workplace realities. At the University of Delta, Agbor (UNIDEL), entrepreneurship education has been introduced to help Business Education students become self-reliant and employable. However, as a relatively new institution, there is insufficient empirical evidence to show whether its entrepreneurship programmes are effectively fostering the desired employability skills in its students. This situation calls for a systematic investigation into Entrepreneurship Education and Employability Skills among Business Education Students in the University of Delta, Agbor.

OBJECTIVE OF THE STUDY

The main purpose of this study is to examine the relationship between entrepreneurship education and employability skills among Business Education students in the University of Delta, Agbor. Specifically, the study seeks to:

1. Determine the extent to which entrepreneurship education influences the acquisition of technical skills among Business Education students in the University of Delta, Agbor.
2. Assess how entrepreneurship education contributes to the development of soft skills such as communication, teamwork, creativity, and problem-solving among Business Education students.
3. Examine the impact of entrepreneurship education on students' entrepreneurial competencies and self-employment intentions.

RESEARCH QUESTIONS

The study will be guided by the following research questions:

1. To what extent does entrepreneurship education influence the acquisition of technical skills among Business Education students in the University of Delta, Agbor?
2. How does entrepreneurship education contribute to the development of soft skills such as communication, teamwork, creativity, and problem-solving among Business Education students?
3. What is the effect of entrepreneurship education on students' entrepreneurial competencies and self-employment intentions?

RESEARCH HYPOTHESES

The following null hypotheses will be tested at a 0.05 level of significance:

H1: There is no significant relationship between entrepreneurship education and the acquisition of technical skills among Business Education students in the University of Delta, Agbor.

H2: There is no significant relationship between entrepreneurship education and the development of soft skills (communication, teamwork, creativity, and problem-solving) among Business Education students.

H3: There is no significant relationship between entrepreneurship education and the development of entrepreneurial competencies and self-employment intentions among Business Education students.

REVIEW OF RELATED LITERATURE

Concept of Entrepreneurship Education

Entrepreneurship education (EE) has become a vital aspect of modern tertiary education, designed to equip students not only with the knowledge but also the practical skills and attitudes needed to establish and manage successful ventures. Beyond encouraging business creation, it plays a central role in enhancing employability by nurturing creativity, problem-solving abilities, and self-reliance among students (Nwokolo, 2022).

In Nigeria, the significance of EE has been officially recognised through its integration into the National Universities Commission (NUC) Benchmark Minimum Academic Standards (BMAS). As explained by Akpoveta and Okwuowulu (2024), this policy move was intended to address the persistent challenge of graduate unemployment while promoting innovation and economic self-sufficiency. Within Delta State, scholars such as Ogheneakpobo and Agbonlahor (2023) view entrepreneurship education as a multidimensional and practical process that extends far beyond conventional classroom teaching. They emphasise that effective EE combines theory with hands-on learning experiences—such as project-based assignments, skill acquisition

programmes, industrial partnerships, and business plan competitions. These activities expose students to real-world business challenges and opportunities, thereby strengthening their entrepreneurial mindset and readiness for the job market.

Oroka (2023) further observes that entrepreneurship education contributes to the development of both cognitive and behavioural competencies that are essential in today's dynamic economic environment. It not only empowers students to create and sustain their own enterprises but also equips them to thrive within existing organisations by fostering adaptability, innovation, and initiative—qualities that are indispensable for employability in the 21st century.

CONCEPT OF EMPLOYABILITY SKILLS

Employability skills encompass the transferable abilities, knowledge, and personal qualities that enable individuals to secure, sustain, and progress in meaningful employment (Osalor, 2023). Within the context of Business Education, these skills go beyond technical expertise to include effective communication, teamwork, problem-solving, digital literacy, and entrepreneurial competence (Igberaharha, 2023). Eziechine and Ede (2024) classify employability skills into three major categories: technical skills, which relate to specific job functions; soft skills, which involve interpersonal and cognitive abilities; and entrepreneurial skills, which embody creativity, innovation, and self-motivation.

Odiboh (2023) observed that employers increasingly seek graduates who can blend technical proficiency with critical thinking, adaptability, and effective communication. This reflects the changing nature of the workplace, where flexibility and problem-solving are just as important as professional knowledge. Similarly, Okorafor and Eseadi (2024) noted that employability today extends beyond immediate job readiness to include a lifelong learning mindset — an attribute that entrepreneurship education aims to cultivate among Business Education students. Within university-based Business Education programmes, the development of employability skills has become a key indicator of educational quality and relevance. However, Ojeifo and Akpojotor (2023) argue that many Nigerian universities still regard employability as a secondary outcome of academic achievement rather than a deliberate instructional goal. This limited approach has contributed to the persistent mismatch between the skills of graduates and the expectations of employers, underscoring the need for more intentional and practical strategies in teaching and learning.

RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION AND EMPLOYABILITY SKILLS

A growing body of research has demonstrated a strong and positive relationship between entrepreneurship education and the development of employability skills among university students. Oroka and Igberaharha (2024) found that participation in entrepreneurship courses significantly improved students' communication, interpersonal, and marketing competencies. Their study revealed that students who engaged in business simulations, innovation projects, and enterprise-based learning displayed greater confidence, presentation ability, and negotiation

skills compared to those who experienced mainly theoretical instruction. Oghene and Akpoveta (2023) identified a positive correlation between entrepreneurship education exposure and the acquisition of managerial, financial, and problem-solving skills among Business Education students in Delta State tertiary institutions. They emphasized that practical entrepreneurial tasks—such as budgeting exercises, small-scale business ventures, and innovation workshops—enable students to develop not only financial literacy but also initiative and confidence, which are essential components of employability in today's competitive labour market.

Akiri and Umezinwa (2024) reported that entrepreneurship education fosters both entrepreneurial intent and self-efficacy among undergraduates. Their findings showed that structured exposure to mentorship, internship opportunities, and business incubation programmes significantly increased students' likelihood of pursuing viable ventures or demonstrating innovative behaviour in employment settings. Similarly, Adjekophori (2023) argued that entrepreneurship education nurtures resilience, adaptability, and risk-taking — attributes that are critical not only for successful entrepreneurship but also for employability across diverse professional contexts. Collectively, these findings suggest that entrepreneurship education serves as a transformative tool for developing the holistic skill set required in the modern workplace. By merging theoretical understanding with experiential learning, it prepares Business Education students to become resourceful, adaptable, and employable graduates capable of creating and sustaining economic value in society.

IMPACT OF ENTREPRENEURSHIP EDUCATION AND EMPLOYABILITY OUTCOMES

The impact of entrepreneurship education on employability is mediated by several institutional and pedagogical factors.

Pedagogical Approach

Experiential teaching strategies—such as project-based learning, case studies, and internships—have been found to improve students' employability outcomes (Efe & Enyoghasim, 2023). Ijeoma and Onwuegbuzie (2023) discovered that Business Education students exposed to practical business activities demonstrated higher creative thinking and leadership skills than those who only attended lecture-based classes.

Resource Availability

Adequate resources such as well-equipped entrepreneurial laboratories, ICT facilities, and business incubation centres are crucial for effective EE implementation. Awharenthom (2024) highlighted that the absence of such facilities in Delta State universities limits students' capacity for hands-on training and innovation.

Industry Linkages

Effective collaboration between universities and industries plays a critical role in aligning curriculum content with labour market needs. Egbule and Ovuoraye (2023) observed that partnerships with local enterprises enhance students' internship experiences, practical exposure, and professional networking, which in turn strengthen their employability prospects.

Instructor Competence

The expertise of lecturers in entrepreneurship pedagogy also influences learning outcomes. Aghoghovwia (2024) stressed that instructors with real-world entrepreneurial experience are more effective in teaching employability-relevant content, as they integrate practical case studies and contemporary business models into the curriculum.

RESEARCH METHODOLOGY

This study adopted a descriptive survey research design, which was deemed appropriate for investigating relationships among variables without any form of manipulation. The design enabled the collection of data from a representative sample of Business Education students to determine the relationship between entrepreneurship education and employability skills. The population of this study comprised all Business Education students in the University of Delta, Agbor, from 200 to 400 levels. According to the Department of Business Education Students' Record (2025), the total number of students across these levels was 119. These students were considered suitable for the study because they have already been exposed to entrepreneurship-related courses and can, therefore, provide informed responses regarding the influence of such courses on their employability skills. Given the relatively small population size, the researcher employed a census sampling technique, which involved including the entire population of 119 students in the study. This approach ensured comprehensive coverage of the target group, thereby enhancing the reliability and validity of the findings. However, in cases where complete participation was not feasible, at least 100 students were considered sufficient to represent the population accurately. Data were collected using a structured questionnaire titled *Entrepreneurship Education and Employability Skills Questionnaire (EEESQ)*, which was designed by the researcher in line with the study's objectives, research questions, and hypotheses. The questionnaire comprised two major sections. The first section sought demographic information such as gender, age, and academic level, while the second section contained items measuring the core variables of the study—entrepreneurship education and employability skills, which include technical, soft, and entrepreneurial skills. A four-point Likert scale was adopted for the responses, ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*, to capture the degree of agreement or disagreement with each statement. To ensure the instrument's validity, it was subjected to expert review for both face and content validation. Three experts were consulted—two from the Department of Business Education and one from the Department of Educational Measurement and Evaluation at the University of Delta, Agbor. The reliability of the instrument was determined through a pilot study conducted with 20 Business Education students from Delta State University, Abraka, who were not part of the main study.

Data obtained from the pilot test were analyzed using the Cronbach Alpha method, which produced a reliability coefficient of 0.86. This high coefficient indicated that the instrument possessed strong internal consistency and was, therefore, suitable for use in the main study. Data collection was carried out by the researcher, assisted by two trained research aides. The questionnaires were administered personally to ensure a high return rate and to clarify any ambiguities encountered by respondents. Completed copies of the questionnaire were retrieved immediately after completion to prevent data loss and to ensure accuracy. For data analysis, both descriptive and inferential statistical methods were employed. Descriptive statistics such as the mean and standard deviation were used to answer the research questions, while inferential statistics, particularly the Pearson Product Moment Correlation (PPMC), was used to test the null hypotheses at a 0.05 level of significance. All analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 26.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

Research Question One

To what extent does entrepreneurship education influence the acquisition of technical skills among Business Education students in the University of Delta, Agbor?

Table 4.1: Responses on Entrepreneurship Education and Acquisition of Technical Skills

S/N	Items	SA	A	D	SD	Mean ($\bar{X}$)	SD	Decision
1	Entrepreneurship courses improve students' ability to use business technologies effectively.	52 (47.3%)	42 (38.2%)	10 (9.1%)	6 (5.5%)	3.27	0.80	Agree
2	Students learn business planning and financial record-keeping through entrepreneurship education.	60 (54.5%)	38 (34.5%)	8 (7.3%)	4 (3.6%)	3.40	0.76	Agree
3	Entrepreneurship education enhances knowledge of market analysis	55 (50.0%)	40 (36.4%)	10 (9.1%)	5 (4.5%)	3.32	0.78	Agree

	and feasibility studies.							
4	Exposure to entrepreneurship education helps acquire project management and production skills.	49 (44.5%)	48 (43.6%)	8 (7.3%)	5 (4.5%)	3.28	0.75	Agree
5	Practical training in entrepreneurship courses promotes technical problem-solving abilities.	53 (48.2%)	46 (41.8%)	7 (6.4%)	4 (3.6%)	3.34	0.73	Agree
Cluster Mean						**3.32**	**0.76**	**Agree**

Source: Field Survey, 2025

The results in Table 4.1 indicate that students generally agreed that entrepreneurship education significantly enhances their technical skills. All items recorded means above 3.00, with the highest (3.40) indicating a strong influence on financial record-keeping and business planning.

Research Question Two

How does entrepreneurship education contribute to the development of soft skills such as communication, teamwork, creativity, and problem-solving among Business Education students?

Table 4.2: Responses on Entrepreneurship Education and Development of Soft Skills

S/N	Items	SA	A	D	SD	Mean ($\bar{X}$)	SD	Decision
1	Entrepreneurship courses improve communication and presentation abilities.	63 (57.3%)	39 (35.5%)	5 (4.5%)	3 (2.7%)	3.47	0.74	Agree
2	Group business projects develop teamwork and leadership skills.	67 (60.9%)	35 (31.8%)	6 (5.5%)	2 (1.8%)	3.52	0.69	Agree
3	Entrepreneurship education encourages creative thinking and innovation.	60 (54.5%)	40 (36.4%)	7 (6.4%)	3 (2.7%)	3.43	0.71	Agree
4	Students become better problem-solvers through entrepreneurial simulations.	58 (52.7%)	38 (34.5%)	8 (7.3%)	6 (5.5%)	3.35	0.77	Agree
5	Entrepreneurship education enhances interpersonal relations and adaptability.	59 (53.6%)	41 (37.3%)	6 (5.5%)	4 (3.6%)	3.41	0.73	Agree
Cluster Mean						**3.44**	**0.73**	**Agree**

Source: Field Survey, 2025

All mean values exceed 3.30, suggesting that entrepreneurship education contributes substantially to developing soft skills. The highest mean score (3.52) indicates that teamwork and leadership are most influenced by entrepreneurial learning.

Research Question Three

What is the effect of entrepreneurship education on students' entrepreneurial competencies and self-employment intentions?

Table 4.3: Responses on Entrepreneurship Education and Entrepreneurial Competencies

S/N	Items	SA	A	D	SD	Mean ($\bar{X}$)	SD	Decision
1	Entrepreneurship education motivates students to start their own businesses after graduation.	62 (56.4%)	37 (33.6%)	8 (7.3%)	3 (2.7%)	3.44	0.73	Agree
2	Students gain confidence in business decision-making through entrepreneurship training.	59 (53.6%)	41 (37.3%)	7 (6.4%)	3 (2.7%)	3.42	0.70	Agree
3	Exposure to entrepreneurship courses builds students' risk-taking and innovation capacity.	61 (55.5%)	39 (35.5%)	6 (5.5%)	4 (3.6%)	3.43	0.74	Agree
4	Mentorship and incubation programmes increase students' entrepreneurial readiness.	55 (50.0%)	42 (38.2%)	9 (8.2%)	4 (3.6%)	3.35	0.76	Agree

5	Entrepreneurship education helps identify and exploit business opportunities.	60 (54.5%)	40 (36.4%)	7 (6.4%)	3 (2.7%)	3.43	0.72	Agree
Cluster Mean						**3.41**	**0.73**	**Agree**

Source: Field Survey, 2025

The cluster mean of 3.41 reveals that entrepreneurship education significantly enhances entrepreneurial competencies and self-employment intentions. The most agreed item (3.44) shows students' motivation toward entrepreneurship after graduation.

Test of Hypotheses

Table 4.4: Pearson Product Moment Correlation (PPMC) Analysis of the Relationship between Entrepreneurship Education and Employability Skills

Hypothesis	Variables Correlated	N	r-value	p-value	Decision	Remark
H_1	Entrepreneurship Education & Technical Skills	110	0.721	0.000	Reject H_0	Significant Relationship
H_2	Entrepreneurship Education & Soft Skills	110	0.764	0.000	Reject H_0	Significant Relationship
H_3	Entrepreneurship Education & Entrepreneurial Competencies	110	0.781	0.000	Reject H_0	Significant Relationship

Source: SPSS Output, Field Survey (2025)

Since all p-values (0.000) are below 0.05, the null hypotheses are rejected. This indicates that there is a statistically significant relationship between entrepreneurship education and all dimensions of employability skills (technical, soft, and entrepreneurial).

DISCUSSION OF FINDINGS

This study investigated the relationship between entrepreneurship education and employability skills among Business Education students at the University of Delta, Agbor. Findings revealed that entrepreneurship education significantly influences the acquisition of

technical, soft, and entrepreneurial skills, which are vital for graduate employability in today's labour market.

Results showed that entrepreneurship education positively affects students' technical competencies. Respondents agreed that entrepreneurship courses enhanced their ability to use business technologies, manage finances, and conduct feasibility studies. With a cluster mean of 3.32, the study confirmed that entrepreneurship education fosters essential operational skills. This finding aligns with Ogheneakpobo and Agbonlahor (2023), who observed that entrepreneurship education in Delta State universities develops practical skills such as budgeting and business planning that promote self-reliance. Similarly, Eze and Obaro (2024) noted that embedding entrepreneurship courses in business curricula bridges the gap between theoretical learning and practical application. The significant positive correlation ($r = 0.721$, $p < 0.05$) supports Akpoveta's (2024) position that entrepreneurship instruction transforms academic knowledge into real-world competencies necessary for employability and business creation. The findings also revealed that entrepreneurship education contributes substantially to the development of soft skills, including communication, teamwork, creativity, and problem-solving. With a cluster mean of 3.44, students confirmed that entrepreneurial simulations and group projects enhance leadership and collaboration. This outcome is consistent with Odiboh (2023), who found that experiential entrepreneurship training improves interpersonal and communication skills among Delta State graduates. Similarly, Okorafor and Eseadi (2024) reported that entrepreneurship education builds self-confidence, adaptability, and critical thinking—key employability traits. The strong correlation ($r = 0.764$, $p < 0.05$) further supports Ojeifo and Akpojotor's (2023) argument that soft skills are intentional outcomes of entrepreneurship programmes designed to prepare students for dynamic workplaces. Moreover, entrepreneurship education was found to strengthen entrepreneurial competencies and self-employment intentions, with a cluster mean of 3.41 and correlation coefficient ($r = 0.781$, $p < 0.05$). Students indicated that entrepreneurship courses enhanced their confidence, risk-taking, and readiness for venture creation. This corroborates Akiri and Umezinwa (2024), who emphasized the role of mentorship and incubation in promoting entrepreneurial intent. Similarly, Adjekophori (2023) asserted that entrepreneurship education cultivates resilience and innovation, while Aina and Abiodun (2022) maintained that it nurtures mindsets that empower graduates to be both employable and self-sufficient. These findings suggest that entrepreneurship training at UNIDEL not only improves business-related competencies but also shapes entrepreneurial behaviour.

Overall, the study established strong, statistically significant relationships between entrepreneurship education and all dimensions of employability skills—technical, soft, and entrepreneurial ($r = 0.721–0.781$, $p < 0.05$). This supports Oghene and Akpoveta (2023), who found that entrepreneurship exposure enhances financial literacy, creativity, and innovation simultaneously, and Oroka (2023), who emphasized that entrepreneurship education produces well-rounded graduates adaptable to multiple career paths. These findings imply that effective, experience-based entrepreneurship education can address the challenge of graduate unemployment by aligning instructional practices with employability and enterprise development goals.

In conclusion, entrepreneurship education at the University of Delta, Agbor, has a significant positive impact on students' employability by strengthening technical, soft, and entrepreneurial competencies.

CONCLUSION

This study explored the relationship between entrepreneurship education and employability skills among Business Education students at the University of Delta, Agbor. The findings show that entrepreneurship education significantly equips students with technical, soft, and entrepreneurial skills essential for success in today's competitive job market. Students gained practical competencies such as business planning, financial management, and market analysis, while also developing communication, teamwork, creativity, and problem-solving skills. Additionally, entrepreneurship education fostered confidence, innovation, and self-employment intentions, helping students see themselves as job creators rather than mere job seekers. Overall, when delivered through practical and experiential learning, entrepreneurship education goes beyond theory—it transforms students' mindset, enabling them to apply knowledge creatively, take initiative, and contribute meaningfully to society. It remains a vital tool for nurturing employable, self-reliant, and innovative graduates who can tackle unemployment and drive economic growth.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- The University of Delta, Agbor, and similar institutions should place greater emphasis on practical training such as business simulations, internships, and enterprise projects. This hands-on approach will help students translate classroom knowledge into real-world experience.
- Integrate Employability Skills Across the Curriculum:
  Entrepreneurship education should not exist as a single course but as a thread that runs through all aspects of Business Education. Lecturers should intentionally link every course to employability outcomes such as problem-solving, teamwork, and innovation.
- The university should develop stronger mentorship programmes, business incubation centres, and partnerships with successful entrepreneurs. Such collaborations will expose students to real business challenges and inspire them to pursue self-employment after graduation.

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