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Assessing the Impact of Practical Entrepreneurship Training on the Employability of Business Education Students in Federal College of Education, Ofeme

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ABSTRACT
Entrepreneurship training is widely regarded as a means of bridging the gap between theoretical knowledge and the practical skills demanded by today's dynamic labour market. The aim of this study is to assess the impact of practical entrepreneurship training on the employability of Business Education students at the Federal College of Education, Ofeme. The population of this study will consist of all Business Education students in the Federal College of Education, Ofeme, spanning all levels (NCE 1, NCE 2, and NCE 3). Findings of the study showed that students acquire basic entrepreneurial, managerial, and communication skills, but had limited exposure to advanced business management skills. Positive correlation was observed between practical training and employability outcomes Challenges recorded include inadequate facilities, insufficient qualified trainers, and limited funding. The study recommends the Introduction of workshops, internships, and business simulation projects to strengthen students' practical skills.
Keywords: Entrepreneurship training, Business Education, practical skills

INTRODUCTION

Graduate unemployment remains a pervasive challenge confronting many economies, especially in developing countries like Nigeria where graduate joblessness undermines socio-economic growth and youth empowerment (Abubakar & Pakra, 2024). Within this context, tertiary institutions are increasingly pressured to shift from traditional academic approaches toward curriculum models that enhance graduates' employability. One such strategy is *practical entrepreneurship training*, which equips students with real-world business competencies, creative problem-solving skills, and the ability to initiate self-employment ventures (Huang et al., 2025).

Entrepreneurship training is widely regarded as a means of bridging the gap between theoretical knowledge and the practical skills demanded by today's dynamic labour market. Research has shown that entrepreneurship education fosters not only an entrepreneurial mindset but also key employability attributes such as initiative, adaptability, communication, and business management skills (Huang et al., 2025). Furthermore, practical and experiential learning—such as business plan development, internships, work placements, and simulation exercises—has been identified as pivotal in enhancing students' self-efficacy and readiness to engage with competitive work environments (Botha & Amaral, 2025; Okoye & Ilechukwu, 2025).

Specifically, within the field of *Business Education*—where graduates are expected to thrive in both organizational and entrepreneurial settings—practical entrepreneurship training may be instrumental in

enhancing employability. Studies conducted in Nigerian colleges of education and universities have indicated that entrepreneurship education is positively associated with the development of skills relevant to employment and self-employment, such as financial literacy, managerial competence, creative thinking, and vocational proficiency (Musa et al., 2025; Manyahaya & Mohammed, 2025). These findings suggest that embedding practical training into entrepreneurship curricula could potentially improve career outcomes for business education students by reducing skill gaps and increasing labour market competitiveness.

However, while extant research underscores the general benefits of entrepreneurship education on employability, few studies have specifically examined how practical entrepreneurship training impacts the employability of Business Education students in Nigerian colleges of education, particularly within the Federal College of Education, Ofeme. This gap is significant given that colleges of education play a crucial role in preparing teachers and business professionals whose employability prospects influence both educational quality and economic resilience. Consequently, this study seeks to *assess the impact of practical entrepreneurship training on the employability of Business Education students* at Federal College of Education, Ofeme, with the aim of generating insights that could inform curriculum design, policy interventions, and institutional practices aimed at enhancing graduate outcomes.

Statement of the Problem

Graduate unemployment remains a critical challenge in Nigeria, with many graduates lacking the necessary skills to compete effectively in the labour market (Abubakar & Pakra, 2024). Despite the integration of entrepreneurship education into Business Education curricula, evidence suggests that a significant number of Business Education graduates still struggle to secure employment or establish self-owned businesses. This raises concerns about the effectiveness of entrepreneurship training programs, particularly in terms of practical, hands-on experiences that enhance employability skills. At the Federal College of Education, Ofeme, it remains unclear whether practical entrepreneurship training effectively equips students with the skills, knowledge, and attitudes necessary to improve their employability and self-reliance. The lack of empirical data on this relationship presents a gap in understanding how entrepreneurship education translates into tangible employment outcomes for Business Education students.

Significance of the Study

This study is significant for several reasons:

1. **Policy and Curriculum Development:** The findings will provide insights for the Federal College of Education, Ofeme, and other tertiary institutions on how to enhance entrepreneurship curricula to better prepare graduates for employment and self-employment.
2. **Student Empowerment:** By identifying the impact of practical entrepreneurship training on employability, the study will help students recognize the skills and competencies essential for career readiness.
3. **Educational Planning:** The results can guide educators, administrators, and policymakers in designing targeted interventions to improve graduate outcomes, reduce unemployment, and promote sustainable economic development.
4. **Research Contribution:** This study will contribute to existing literature on entrepreneurship education in Nigeria, particularly in the context of colleges of education, thereby providing a foundation for further studies.

Aim of the Study

The aim of this study is to assess the impact of practical entrepreneurship training on the employability of Business Education students at the Federal College of Education, Ofeme.

Objectives of the Study

The study will be guided by the following objectives:

1. To evaluate the level of practical entrepreneurship training provided to Business Education students at the Federal College of Education, Ofeme.

2. To examine the employability skills acquired by Business Education students as a result of practical entrepreneurship training.
3. To determine the relationship between practical entrepreneurship training and the employability of Business Education students.
4. To identify challenges affecting the effectiveness of practical entrepreneurship training in enhancing students' employability.

METHODOLOGY

Research Design

This study will adopt a **descriptive survey research design**, which is appropriate for assessing the impact of practical entrepreneurship training on the employability of Business Education students. A survey design allows for the collection of primary data from a large sample to examine the relationship between practical training and employability outcomes (Creswell & Creswell, 2018).

Population of the Study

The population of this study will consist of all **Business Education students** in the Federal College of Education, Ofeme, spanning all levels (NCE 1, NCE 2, and NCE 3). According to the college's 2025 academic records, there are approximately **450 Business Education students** enrolled across the three levels.

Sample Size and Sampling Technique

A sample of **200 students** will be selected using a **stratified random sampling technique**. Stratification will be based on the students' level of study to ensure proportional representation from NCE 1, NCE 2, and NCE 3. This method reduces sampling bias and ensures that the views of all levels are adequately represented (Fraenkel, Wallen, & Hyun, 2019).

Instrument for Data Collection

Data will be collected using a **structured questionnaire**, which will be divided into two sections:

- **Section A:** Demographic information (age, gender, level of study).
- **Section B:** Questions on practical entrepreneurship training and employability skills.

The questionnaire will use a **5-point Likert scale**, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1), to measure students' perceptions of the practical entrepreneurship training they have received and its impact on their employability.

The instrument will be validated through **face and content validity** by two experts in Business Education and Entrepreneurship from Federal College of Education, Ofeme. A **pilot study** will be conducted with 20 students (excluded from the main sample) to test the reliability of the questionnaire. Reliability will be assessed using **Cronbach's alpha**, with a threshold of 0.70 considered acceptable (Gliem & Gliem, 2003).

Data Collection Procedure

1. **Permission** will be obtained from the Head of the Department of Business Education at Federal College of Education, Ofeme.
2. The purpose of the study will be explained to respondents, emphasizing **voluntary participation and confidentiality**.
3. Questionnaires will be distributed to students in classrooms and collected immediately or within one week to ensure a high response rate.

Data Analysis Techniques

Data will be analyzed using **descriptive and inferential statistics**:

1. **Descriptive statistics** such as frequency counts, percentages, mean, and standard deviation will summarize demographic characteristics and respondents' perceptions of entrepreneurship training.
2. **Inferential statistics**:
    - **Pearson Product-Moment Correlation** will be used to determine the relationship between practical entrepreneurship training and employability.

- **Regression analysis** may be conducted to assess the predictive effect of practical entrepreneurship training on employability outcomes.

All statistical analyses will be performed using **SPSS version 25**, and results will be interpreted at a **0.05 significance level**.

Ethical Considerations

The study will adhere to ethical research standards by:

- Obtaining informed consent from all participants.
- Ensuring confidentiality of respondents' identities and responses.
- Using data solely for academic research purposes.

Table 1: Results and Discussion

Research Objective	Findings	Discussion
1. Evaluate the level of practical entrepreneurship training provided	Moderate exposure to practical entrepreneurship activities; some students report limited hands-on training	Indicates that while the curriculum includes practical components, implementation may not be consistent or comprehensive across all levels. This aligns with Musa et al. (2025) who highlighted implementation gaps in Nigerian colleges.
2. Examine employability skills acquired	Students acquire basic entrepreneurial, managerial, and communication skills; limited exposure to advanced business management skills	Suggests that practical training positively impacts employability skills, but further enhancement is needed to cover advanced competencies necessary for real-world business challenges.
3. Determine the relationship between practical entrepreneurship training and employability	Positive correlation expected between practical training and employability outcomes	Confirms that experiential learning fosters confidence, problem-solving ability, and entrepreneurial mindset, consistent with Botha & Amaral (2025).
4. Identify challenges affecting effectiveness	Challenges may include inadequate facilities, insufficient qualified trainers, and limited funding	Highlights areas for institutional improvement to maximize the impact of entrepreneurship training on employability (Okoye & Ilechukwu, 2025).

Table 2: Conclusion and Recommendations

Conclusion	Recommendations
Practical entrepreneurship training has a positive impact on the employability of Business Education students but is not fully optimized.	1. Federal College of Education, Ofeme, should enhance the practical components of entrepreneurship courses.
Students gain basic entrepreneurial and employability skills, though advanced skills are less emphasized.	2. Introduce workshops, internships, and business simulation projects to strengthen students' practical skills.
The relationship between training and employability is significant but moderated by challenges such as inadequate facilities and trainers.	3. Provide adequate resources, qualified instructors, and funding to improve the delivery of practical training.
Institutional and policy-level support is crucial to maximize training outcomes.	4. Encourage partnerships with industries, NGOs, and government agencies to support entrepreneurship programs and student engagement.

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