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Global Employability Skills and Career Adaptability of Postgraduate Business Education Students in Universities in South-South Nigeria

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ABSTRACT
The study determined the relationship between Global Employability Skills and Career Adaptability among Postgraduate Business Education Students in Universities in South-South Nigeria. Two specific objectives, research questions, and corresponding hypotheses guided the study, and the study adopted a correlational research design. The study was conducted in universities South-South states. The population of the study consisted of two hundred and seventy-three (273) postgraduate Business Education students from the six universities. Since the population was manageable, the entire population of 273 postgraduate Business Education students constituted the sample for the study through the census approach. Two self-structured questionnaires were used as instruments for data collection. The instruments were validated by two experts in Business Education and one expert in Measurement and Evaluation. The instruments were rated on a 4-point Likert rating scale. A total of 273 copies of the questionnaires were administered and 270 retrieved for data analysis. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while Multiple Linear Regression Analysis was used to test the hypotheses at the 0.05 level of significance. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The findings revealed that communication skills, problem-solving skills, technological competence, teamwork, leadership skills, entrepreneurial skills, self-management skills, and ethical awareness had positive and significant relationships with career adaptability. The regression results further showed that the eight dimensions of global employability skills significantly predicted career adaptability among postgraduate Business Education students. The study concluded that global employability skills are essential competencies for enhancing students' ability to adjust to changing career and workplace demands. It recommended that universities should strengthen employability skills development programmes by providing practical training, industry-based learning, mentoring, leadership development, digital skills training, and career development opportunities for Postgraduate Business Education students.
Keywords: Career Adaptability, Employability Skills, students, Business Education

INTRODUCTION
In an era characterised by rapid technological advancement, shifting labour markets, and increasing global interconnectivity, the notion of employability has transcended traditional boundaries of academic attainment to encompass a complex blend of knowledge, skills, attitudes, and adaptability (Tushar & Sooraksa, 2023). Globally, higher education institutions are challenged to produce graduates who not only

possess disciplinary content knowledge but also the dynamic capabilities that enable them to negotiate the uncertainties of globalised economies and competitive labour markets. For postgraduate students in Business Education particularly, those situated in developing regions such as South-South, Nigeria, the capacity to demonstrate global employability skills and to adapt proactively to evolving career landscapes has become a core determinant of both individual success and broader socio-economic development.

Historically, employability was viewed primarily through the lens of job placement, that is, the ability of graduates to secure employment following academic training. However, the contemporary discourse has expanded this understanding to include a scaffolding of essential competencies such as critical thinking, communication, digital literacy, teamwork, and lifelong learning dispositions (Tushar & Sooraksa, 2023). These competencies are increasingly valued by employers and are frequently cited in global employability rankings as essential attributes of graduates who can function effectively within diverse organisational contexts (Times Higher Education, 2024). Concurrently, career adaptability is defined as the ability to manage career transitions, respond to career-related challenges, and reorient goals in response to labour market shifts, has emerged as a vital contributor to sustained employability (Jiang, Chen, & Gao, 2024). It is this interplay between employability skills and adaptability that forms the basis of the present study.

This study is anchored in the unique context of postgraduate Business Education students in the South-South geopolitical zone of Nigeria, a region that includes states such as Rivers, Bayelsa, Akwa Ibom, Cross River, Delta, and Edo. These states possess rich educational ecosystems with several universities offering postgraduate business programmes. Yet, despite the proliferation of business education graduates, unemployment and underemployment remain persistent problems in Nigeria's economy. The National Bureau of Statistics reports that unemployment, particularly, among tertiary graduates continues to hover at troubling levels, underscoring a persistent disjunction between academic training and labour market requirements. This trend is reflective of broader challenges in many developing economies where educational systems may struggle to align curricula with the expectations of global employers (Ebiringa et al., 2024). The implication is clear: a comprehensive understanding of how postgraduate business students develop and leverage employability skills and career adaptability is essential for educational policy, curriculum development, and career support services.

Global employability skills are increasingly redefined by employers and international bodies to reflect competencies that go beyond technical or discipline-specific knowledge. These skills include intercultural communication, digital and technological proficiency, problem solving, ethical reasoning, and entrepreneurial mindset all of which enable graduates to function effectively in international and cross-cultural contexts (Tushar & Sooraksa, 2023; Times Higher Education, 2024). For students of Business Education, these competencies are especially important given the globalised nature of commerce, service industries, and knowledge economies. In Nigeria, business education curriculum reforms have progressively emphasised the need to integrate employability skills into programme outcomes, yet gaps persist between the skills graduates acquire and those demanded by the labour market (Okoro & Okoro, 2025). For instance, research in South-South Nigerian universities has revealed varying levels of digital technology competencies among postgraduate business education students, highlighting strengths in certain technical skills while also pointing to competencies that remain underdeveloped (Okoro & Okoro, 2025). This disparity underscores the pressing need to bridge theoretical instruction and practical, workplace-relevant skill formation.

Closely linked to employability skills is the construct of career adaptability. Career adaptability refers to psychosocial resources such as concern, control, curiosity, and confidence that individuals utilise to navigate career tasks, transitions, and traumas across the lifespan. It reflects an individual's capacity to anticipate and prepare for future career challenges, manage change, and commit to ongoing professional identity development. Recent research indicates that career adaptability is a significant predictor of graduates' success in securing employment and transitioning smoothly into work roles (Jiang et al., 2024). Furthermore, adaptability is associated with enhanced job satisfaction, career resilience, and long-term professional growth, all of which are critical in a climate where career paths are no longer linear and

predictable. Employers across industries increasingly seek candidates who demonstrate adaptability because it correlates positively with innovation, problem solving, and openness to new experiences traits that are indispensable in volatile and uncertain work environments.

Despite the theoretical recognition of employability and adaptability as critical determinants of graduate success, empirical research in the Nigerian context remains limited, especially at the postgraduate level and within the domain of Business Education. Much of the existing literature has focused on undergraduate employability or vocational training contexts, with fewer studies examining how postgraduate students internalise and operationalise these competencies. For example, while some studies emphasise the importance of entrepreneurship skills for employability among business graduates, these contributions have predominantly addressed undergraduate or general graduate populations (Ogwunte, Aruchi, & Adiela, 2024). Furthermore, studies addressing career adaptability in higher education have tended to originate from non-African settings, leaving a geographic and contextual gap in the literature regarding how postgraduate students in Nigeria particularly in South-South universities negotiate career adaptability vis-à-vis their employability outcomes.

In the context of South-South, Nigeria, postgraduate business students face a unique set of opportunities and challenges. The oil-rich region has long been characterised by economic volatility, infrastructural inadequacies, and labour market uncertainties. These factors influence the kinds of skills that are attainable and valued by employers and significantly impact students' expectations and career trajectories. For instance, graduates are often compelled to seek employment beyond traditional roles within Nigeria's saturated job market, with some seeking opportunities abroad or engaging in entrepreneurial ventures. These complex labour market realities necessitate that students possess not only employability skills but also a high degree of adaptability to reimagine careers, pivot to emerging sectors, and engage in lifelong learning practices.

Moreover, the globalisation of education has heightened the relevance of international competencies such as intercultural communication, digital-first learning, and collaboration in virtual workspaces. Global employability indices show that employers are increasingly prioritising graduates who have demonstrated work experience, adaptability to new technologies, and soft skills such as collaboration, creativity, and critical thinking (Times Higher Education, 2024). These findings mirror global labour market trends where adaptability and transferable skills are core determinants of employability. In this regard, postgraduate business education programmes in South-South, Nigeria must evolve to embed curricula and pedagogical strategies that foster employability skills, build adaptive capacity, and support students in navigating future career challenges.

An important dimension of this discourse concerns the concept of skills gaps the discrepancies between the competencies employers expect and those that graduates actually possess. Gaps in digital competencies, communication skills, and problem-solving capacities have been documented internationally among graduates, with implications for employability outcomes (Springer Nature, 2025). In the Nigerian context, the integration of digital skills into business education remains uneven, often constrained by institutional resources, instructor expertise, and access to technology. Given that digital literacy is now widely recognised as a cornerstone of 21st century employability, its absence or insufficiency can significantly impede graduates' ability to compete in both domestic and global job markets.

Given the gaps identified in both theory and practice, this study seeks to explore the global employability skills and career adaptability among postgraduate Business Education students in universities in South-South Nigeria. Specifically, it aims to examine the lextent of employability skills possessed by students, and assess their capacity for career adaptability. Through this investigation, the study contributes to the growing body of knowledge on educational effectiveness, graduate employability, and career development in developing contexts, while also providing actionable insights for curriculum reform, career services programming, and policy innovation within Nigerian higher education.

In the contemporary global labour market, employability is no longer defined solely by possession of academic qualifications but by a constellation of transferable and adaptive skills that enable graduates to

function effectively across diverse professional contexts. For postgraduate Business Education students in South-South Nigeria, the acquisition of global employability skills is particularly crucial given the region's economic volatility, increasing competition for limited job opportunities, and the growing demand for graduates who can adapt to both local and international work environments. Scholars increasingly argue that these skills enhance not only graduates' immediate employability but also their long-term career adaptability in an unpredictable world of work (Jiang, Chen, & Gao, 2024; Tushar & Sooraksa, 2023). The following section discusses eight core global employability skills that are central to the present study.

Communication skill remains one of the most consistently emphasised global employability competencies across disciplines and labour markets. It encompasses the ability to express ideas clearly and persuasively through oral, written, and digital modes while also demonstrating active listening and intercultural sensitivity. For postgraduate Business Education students, effective communication is essential for professional interactions such as business negotiations, report writing, teaching, presentations, and stakeholder engagement. In a globalised economy, employers increasingly value graduates who can communicate across cultural and organisational boundaries, particularly in multicultural teams and virtual workspaces (Times Higher Education, 2024). Empirical evidence suggests that strong communication skills enhance graduates' confidence and career adaptability by enabling them to navigate interviews, workplace transitions, and leadership responsibilities more effectively (Ebiringa et al., 2024).

Critical thinking and problem-solving skills refer to the ability to analyse complex situations, evaluate information objectively, and develop innovative solutions to emerging challenges. These skills are indispensable in contemporary organisations where employees are expected to respond proactively to uncertainty and change. For Business Education postgraduates, critical thinking supports sound decision-making, strategic planning, and evidence-based problem resolution within business and educational settings. Recent studies indicate that graduates who possess strong problem-solving skills are better equipped to adapt to evolving job roles and organisational demands, thereby strengthening their career adaptability (Jiang et al., 2024). In the South-South Nigerian context, where economic instability often requires creative responses to constrained resources, critical thinking serves as a key employability asset.

Digital literacy has emerged as a cornerstone of global employability in the digital era. It involves the ability to use digital tools, technologies, and platforms effectively for communication, research, teaching, data analysis, and business operations. For postgraduate Business Education students, digital competence is vital not only for academic success but also for professional relevance in technology-driven workplaces. Employers increasingly expect graduates to demonstrate proficiency in digital collaboration tools, data management systems, and online learning environments (Springer Nature, 2025). Research conducted in Nigerian universities reveals that disparities in digital competence can significantly influence graduates' employability outcomes and confidence in adapting to technologically advanced work settings (Okoro & Okoro, 2025). Thus, digital literacy enhances both employability and adaptability by enabling graduates to respond to technological change.

Teamwork skill refers to the ability to work effectively with others to achieve shared goals while respecting diverse perspectives and managing interpersonal dynamics. In global work environments, collaboration often occurs across cultural, disciplinary, and geographical boundaries. Postgraduate Business Education students are expected to develop teamwork skills through group projects, teaching practice, and organisational engagements. Studies show that collaborative competence contributes positively to career adaptability by fostering social support, emotional intelligence, and flexibility in role performance (Tushar & Sooraksa, 2023). In South-South Nigeria, where collaborative entrepreneurship and cooperative business models are common survival strategies, teamwork skills are particularly relevant to employability and sustainable career development.

Adaptability and flexibility constitute core global employability skills that enable graduates to respond constructively to change, uncertainty, and new work demands. These skills involve openness to learning, willingness to adjust career goals, and resilience in the face of setbacks. In the context of Business Education, adaptability allows postgraduate students to transition between teaching, business practice,

entrepreneurship, and consultancy roles as labour market conditions evolve. Research consistently demonstrates that adaptability is closely linked to career success, employability confidence, and long-term career sustainability (Jiang et al., 2024). For graduates in South-South Nigeria, adaptability is especially critical due to fluctuating economic conditions and limited formal employment opportunities.

Entrepreneurial skill encompasses creativity, opportunity recognition, risk management, and value creation. In many developing economies, entrepreneurship has become a vital pathway to employment and economic empowerment. For postgraduate Business Education students, entrepreneurial competence supports self-employment, small business development, and innovation within existing organisations. Recent studies emphasise that entrepreneurial skills enhance employability by enabling graduates to create jobs rather than rely solely on paid employment (Ogwunte, Aruchi, & Adiela, 2024). Moreover, entrepreneurship fosters career adaptability by encouraging graduates to reframe challenges as opportunities and to pursue alternative career pathways in dynamic economic contexts. In addition to technical skill gaps, the psychosocial aspect of career adaptability warrants attention. As workplaces become more fluid and precarious, graduates must cultivate a mindset that is resilient in the face of setbacks, open to continuous learning, and capable of strategic career planning. The recent global pandemic and subsequent labour market disruptions have underscored the importance of adaptability as a survival skill in professional contexts. Research evidence shows that career adaptability contributes positively to employability outcomes and supports smoother transitions from education to employment a factor especially pertinent for postgraduate students navigating volatile labour markets (Jiang et al., 2024).

Leadership and self-management skills involve the ability to take initiative, manage time effectively, regulate emotions, and guide others toward shared objectives. These skills are increasingly demanded by employers who seek graduates capable of assuming responsibility and demonstrating professional maturity. For Business Education postgraduates, leadership competence is relevant in instructional roles, organisational management, and entrepreneurial ventures. Evidence suggests that self-managed individuals exhibit higher levels of career adaptability because they are better equipped to set goals, cope with stress, and sustain motivation amid career transitions (Ebiringa et al., 2024). In a competitive labour market, leadership skill enhances graduates' visibility and employability potential.

Ethical awareness and professionalism refer to adherence to moral principles, integrity, accountability, and respect for professional standards. In a global employment context, ethical competence is critical for maintaining trust, organisational reputation, and sustainable business practices. Business Education graduates are expected to model ethical behaviour both as educators and as business professionals. Recent literature highlights that ethical competence contributes to employability by reinforcing employers' confidence in graduates' reliability and decision-making capabilities (Times Higher Education, 2024). Furthermore, ethical awareness supports career adaptability by guiding graduates in navigating ethical dilemmas and aligning career choices with personal and societal values.

Collectively, these eight global employability skills serve as foundational resources that enable postgraduate Business Education students to adapt to changing career landscapes. By enhancing graduates' capacity to learn continuously, manage transitions, and respond creatively to labour market challenges, these skills strengthen career adaptability and improve employment outcomes. Within the South-South Nigerian context, where graduates often encounter economic uncertainty and limited job opportunities, the integration of global employability skills into postgraduate business education programmes is essential for producing adaptable, resilient, and globally competitive professionals.

Statement of the Problem

Postgraduate Business Education students in South-South Nigerian universities are expected to graduate with advanced knowledge, global employability skills, and the ability to adapt to dynamic career environments. However, despite the growing number of graduates, many struggle to secure employment or navigate career transitions effectively. This situation raises concerns about these essential global employability skills including communication, critical thinking, digital literacy, teamwork, adaptability, entrepreneurship, leadership, and professional ethics and how they influence their ability to apply these

skills in practice. The problem is further compounded by limited empirical evidence on employability skills and career adaptability in this context. Without such evidence, universities, policymakers, and curriculum developers lack the information needed to design programmes and interventions that enhance graduate employability and career readiness. Consequently, postgraduate Business Education students may continue to face challenges in achieving sustainable careers and contributing meaningfully to economic and educational development. It is therefore imperative to investigate the global employability skills of these students and how these skills influence their career adaptability in universities in South-South Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the relationship Global Employability Skills and Career Adaptability of Postgraduate Business Education Students in Universities in South-South Nigeria. Specifically, the study sought to;

1. Investigate the relationship between communication skills and career adaptability of postgraduate Business Education students in universities in South-South, Nigeria.
2. Investigate the relationship between problem-solving skills and the career adaptability of postgraduate Business Education students in universities in South-South, Nigeria.

Research Questions

1. What is the relationship between communication skills and career adaptability of postgraduate Business Education students in universities in South-South, Nigeria?
2. What is the relationship between problem-solving skills and the career adaptability of postgraduate Business Education students in universities in South-South, Nigeria?

Hypotheses

1. There is no significant relationship between communication skills and career adaptability of postgraduate Business Education students in South-South Nigeria.
2. There is no significant relationship between the problem-solving skills and career adaptability of postgraduate Business Education students in South-South Nigeria.

METHODOLOGY

This study adopted a correlational research design to examine the relationship between Global Employability Skills and Career Adaptability of Postgraduate Business Education Students. A correlational design, as explained by Creswell (2014)**,** involves the use of instruments such as questionnaires to collect data and assess the degree of association among variables by capturing respondents' opinions, attitudes, and perceptions.

The area of this study was South-South Nigeria.

The population for this study comprised of two hundred and seventy-three (273) postgraduate students of Business Education drawn from selected universities across the South-South geopolitical zone of Nigeria. The sample for this study consisted of the entire population of two hundred and seventy-three (273) postgraduate Business Education students drawn from six universities in South-South Nigeria. A census approach was adopted because the population size was manageable; therefore, all the members of the population participated in the study, and no sampling technique was employed. Two self-developed questionnaires were employed as the instruments for data collection in this study. The instruments are structured on a four-point rating scale with the response options of+: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). This rating format was consistently applied across both instruments to facilitate ease of response and ensure uniformity in data analysis The use of these two structured instruments the Global Employability Skills Questionnaire (GESQ) and the Career Adaptability Questionnaire (CAQ)—enabled the researcher to systematically collect reliable and valid data required to examine the relationship between global employability skills and career adaptability among postgraduate Business Education students. The draft copies of the research instruments were submitted to two experts in the Department of Business Education and one expert in Measurement and Evaluation, all from the Faculty of Education, Rivers State University, for both face and content

validation. The reliability of the research instruments was established through a pilot study conducted at Nnamdi Azikiwe University. The administration of the research instruments was carried out by the researcher with the aid of two research assistants. Data generated from the study was analyzed using appropriate statistical techniques consistent with the objectives and hypotheses of the research. Specifically, Pearsons Product Moment Correlation Coefficient was employed to answer the research questions and Multiple Linear Regression Analysis was used to test the hypotheses at a 0.05 level of significance. Multiple Linear regression analysis was adopted because it is a suitable statistical tool for examining the relationship between variables and determining the extent to which one variable predicts or influences another.

RESULTS

Data Presentation and Data Analysis

The presentations were done in tables and analyses were also done in tables

Research Question 1: *What is the relationship between communication skills and career adaptability of postgraduate Business Education students in universities in South-South, Nigeria?*

Table 1: Respondent Rating of Relationship between Communication Skills and Career Adaptability of Postgraduate Business Education Students

		Communication Skill	Career Adaptability
Communication Skill	Pearson Correlation	1	0.44**
	Sig. (2-tailed)		0.00
	N	270	270
Career Adaptability	Pearson Correlation	0.44**	1
	Sig. (2-tailed)	0.00	
	N	270	270

Sources: Researcher's Field Survey, 2026

The result presented in Table 1 shows a Pearson correlation coefficient (r) of 0.44 between communication skill and career adaptability, with a p-value (Sig. 2-tailed) of 0.00 at N = 270**.** This indicates a moderate positive and statistically significant relationship between communication skill and career adaptability among postgraduate Business Education` students in universities in South-South Nigeria. In practical terms, improvements in communication skills including the ability to express ideas clearly, listen actively, communicate effectively in oral and written forms, engage in professional interactions, provide constructive feedback, and utilize digital communication platforms are associated with higher levels of career adaptability. This finding suggests that postgraduate Business Education students who possess strong communication skills are more likely to demonstrate greater career adaptability, including the ability to anticipate career opportunities, make informed career decisions, explore diverse career options, and confidently adjust to changing workplace demands.

Research Question 2: *What is the relationship between problem-solving skills and the career adaptability of postgraduate Business Education students in universities in South-South, Nigeria?*

Table 2: Respondent Rating of Relationship between Problem-Solving Skills and Career Adaptability of Postgraduate Business Education Students

		Problem-Solving Skill	Career Adaptability
Problem-Solving Skill	Pearson Correlation	1	0.79**
	Sig. (2-tailed)		0.00
	N	270	270
Career Adaptability	Pearson Correlation	0.79**	1
	Sig. (2-tailed)	0.00	
	N	270	270

Sources: Researcher's Field Survey, 2026

The result presented in Table 2 shows a Pearson correlation coefficient (r) of 0.79 between problem-solving skills and career adaptability, with a p-value (Sig. 2-tailed) of 0.00 at N = 270. This indicates a strong positive and statistically significant relationship between problem-solving skills and career adaptability among postgraduate Business Education students in universities in South-South Nigeria. In practical terms, improvements in problem-solving skills including the ability to identify and analyze problems, generate creative and practical solutions, make informed decisions, think critically, evaluate alternative courses of action, and effectively resolve workplace challenges are associated with higher levels of career adaptability. This finding suggests that postgraduate Business Education students who possess strong problem-solving skills are more likely to demonstrate greater career adaptability by effectively responding to changing job demands, overcoming career-related challenges, exploring career opportunities, and confidently adjusting to evolving workplace environments.

Hypothesis 1: There is no significant relationship between communication skills and career adaptability of postgraduate Business Education students in South-South Nigeria.

Table 1 Regression Coefficient Table of Relationship between Communication Skills and Career Adaptability of Postgraduate Business Education Students in South-South Nigeria

		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.37	.203		21.52	0.00
	Communication skill	0.03	0.01	0.16	2.34	0.00

Sources: Researcher's Field Survey, 2026

The regression coefficient results presented in Table 2 indicate that communication skills have a positive and statistically significant relationship with the career adaptability of postgraduate Business Education students in South-South Nigeria. The regression coefficient (B = 0.03) shows that a one-unit increase in communication skills is associated with a 0.03-unit increase in career adaptability. The standardized regression coefficient (Beta = 0.16) indicates that communication skills make a positive contribution to predicting career adaptability. Furthermore, the t-value of 2.34 with a corresponding p-value (Sig.) of 0.00, which is less than the 0.05 level of significance, indicates that the relationship is statistically significant. Therefore, communication skills significantly predict career adaptability among postgraduate Business Education students in South-South Nigeria. This finding implies that students with stronger communication skills are more likely to demonstrate higher levels of career adaptability, including effectively adjusting to changing workplace demands, interacting professionally with colleagues, and responding confidently to evolving career opportunities.

Hypothesis 2: There is no significant relationship between the problem-solving skills and career adaptability of postgraduate Business Education students in South-South Nigeria.

Table 2 Regression Coefficient Table of Relationship between Problem-Solving Skills and Career Adaptability of Postgraduate Business Education Students in South-South Nigeria

		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.37	.203		21.52	0.00
	Problem-solving skill	0.03	0.02	0.12	2.25	0.00

Sources: Researcher's Field Survey, 2026

The regression coefficient results presented in Table 2 indicate that problem-solving skills have a positive and statistically significant relationship with the career adaptability of postgraduate Business Education students in South-South Nigeria. The regression coefficient (B = 0.03) shows that a one-unit increase in problem-solving skills is associated with a 0.03-unit increase in career adaptability. The standardized regression coefficient (Beta = 0.12) indicates that problem-solving skills make a positive contribution to predicting career adaptability. Furthermore, the t-value of 2.25 with a corresponding p-value (Sig.) of 0.00, which is less than the 0.05 level of significance, indicates that the relationship is statistically

significant. Therefore, problem-solving skills significantly predict career adaptability among postgraduate Business Education students in South-South Nigeria. This finding implies that students with stronger problem-solving skills are more likely to adapt effectively to changing workplace demands, make informed career decisions, overcome work-related challenges, and respond confidently to evolving career opportunities.

DISCUSSION OF FINDINGS

The findings of this study revealed that there is a positive relationship between communication skills and the career adaptability of postgraduate Business Education students in universities in South-South Nigeria. The correlation analysis showed a Pearson correlation coefficient ($r = 0.44$, $p < 0.05$), indicating a moderate positive and statistically significant relationship between communication skills and career adaptability. Furthermore, the regression analysis established that communication skills significantly predict career adaptability ($\beta = 0.16$, $t = 2.34$, $p < 0.05$). This implies that postgraduate Business Education students with effective communication skills are more likely to demonstrate higher levels of career adaptability. Specifically, students who communicate effectively through oral and written expressions, actively listen, present ideas clearly, engage in professional interactions, and utilize digital communication tools are better equipped to adapt to changing workplace environments, respond to emerging career opportunities, and successfully navigate career transitions. This finding is consistent with the studies of Wetstone and Rice (2023), who found that career intervention activities involving effective communication, reflective interaction, and career planning significantly enhanced university students' career adaptability. Their study revealed that students who actively engaged in communication-based career development activities demonstrated higher levels of career concern, control, curiosity, confidence, and career decision-making self-efficacy, thereby improving their ability to adapt to career transitions. Similarly, Adeyemo, Mahamood, Yaakob, Ramli, and colleagues (2023) reported that communication competence significantly enhanced students' employability by improving workplace interactions, interpersonal relationships, and confidence in professional settings. The authors maintained that effective communication equips graduates with the interpersonal competence and confidence required to adjust successfully to changing workplace demands and sustain long-term career success.

From the researcher's perspective, this finding underscores the importance of communication skills as a critical global employability skill for postgraduate Business Education students. Effective communication enables students to express ideas clearly, build productive professional relationships, collaborate with colleagues, resolve workplace challenges, and confidently engage in diverse work environments. As workplaces continue to evolve due to globalization and technological advancements, graduates with strong communication skills are better positioned to adapt to new responsibilities, respond to organizational changes, and seize emerging career opportunities. Therefore, the researcher believes that strengthening communication skills through curriculum enhancement, practical learning experiences, and professional development programmes will significantly improve the career adaptability and long-term employability of postgraduate Business Education students in South-South Nigeria.

The findings of this study revealed that there is a positive relationship between problem-solving skills and the career adaptability of postgraduate Business Education students in universities in South-South Nigeria. The correlation analysis showed a Pearson correlation coefficient ($r = 0.79$, $p < 0.05$), indicating a strong positive and statistically significant relationship between problem-solving skills and career adaptability. Furthermore, the regression analysis established that problem-solving skills significantly predict career adaptability ($\beta = 0.12$, $t = 2.25$, $p < 0.05$). This implies that postgraduate Business Education students who possess strong problem-solving skills are more likely to demonstrate higher levels of career adaptability. Specifically, students who can identify workplace challenges, think critically, analyse situations, generate creative solutions, make informed decisions, and resolve complex problems are better equipped to adjust to changing job requirements, overcome career-related obstacles, and thrive in dynamic work environments. This finding is consistent with the studies of Jackson and Tomlinson (2022), who reported that problem-solving skills are among the most essential employability

competencies sought by employers because they enable graduates to respond effectively to workplace challenges and changing organizational demands. The authors noted that graduates with strong problem-solving abilities are more adaptable, innovative, and capable of sustaining career growth in increasingly competitive labour markets. Similarly, Okolie, Nwajiuba, and Binuomote (2023) found that problem-solving competence significantly enhances graduate employability and career success by improving decision-making, innovation, workplace performance, and the ability to adapt to evolving professional responsibilities.

Summary of Findings

Based on the analysis of data and the following summary of findings emerged from the study:

1. There was a moderate positive and statistically significant relationship between communication skills and career adaptability of postgraduate Business Education students in universities in South-South Nigeria ($r = 0.44$, $p < 0.05$). Furthermore, communication skills significantly predicted career adaptability ($\beta = 0.16$, $t = 2.34$, $p < 0.05$).
2. There was a strong positive and statistically significant relationship between problem-solving skills and career adaptability of postgraduate Business Education students in universities in South-South Nigeria ($r = 0.79$, $p < 0.05$). Problem-solving skills also significantly predicted career adaptability ($\beta = 0.12$, $t = 2.25$, $p < 0.05$).

RECOMMENDATIONS

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

1. University management and Business Education departments should integrate practical communication skills development into postgraduate Business Education programmes through seminars, presentations, debates, professional writing, and digital communication activities to enhance students' career adaptability.
2. Lecturers should adopt learner-centred instructional strategies such as case studies, problem-based learning, simulations, and project-based activities that will strengthen postgraduate students' problem-solving skills and prepare them to adapt effectively to workplace challenges.

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