

Entrepreneurial Training and Self-Employment Intentions Among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education

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Abstract

Graduate unemployment remains a significant challenge in Nigeria, particularly among graduates of colleges of education. The study titled Entrepreneurial Training and Self-Employment Intentions among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education examined the influence of entrepreneurial training on students' self-employment intentions. The study was guided by four research questions focusing on entrepreneurial knowledge acquisition, practical skills, mindset development, and exposure to entrepreneurial activities. The study adopted a cross-sectional survey research design. The population comprised 612 final-year Business Education students from three federal colleges of education in Southwest Nigeria, from which a sample of 242 students was drawn using purposive, stratified, and simple random sampling techniques. Data were collected using a 29-item researcher-developed questionnaire, validated by three experts in Business Education, Entrepreneurship, and Measurement and Evaluation, and pilot-tested with 20 students, yielding a reliability coefficient of 0.84. Data were collected over eight weeks using in-person administration. Descriptive statistics (mean, standard deviation) answered research questions, while simple linear regression tested the four hypotheses at 0.05 significance level. Findings revealed that all dimensions of entrepreneurial training—knowledge acquisition, practical skills, mindset development, and exposure to entrepreneurial activities—positively and significantly influenced self-employment intentions. The study concluded that structured entrepreneurial training enhances graduate readiness for self-employment. Recommendations include strengthening entrepreneurship curricula, promoting experiential learning, fostering entrepreneurial mindset, enhancing exposure to real-world entrepreneurial activities, and continuous evaluation of entrepreneurship programmes.

Keywords: Business Education, Entrepreneurial Knowledge, Practical Skills, Self-Employment, Southwest Nigeria

1. Introduction

The challenge of graduate unemployment has become a persistent concern across many developing economies, particularly in sub-Saharan Africa where higher education institutions continue to produce increasing numbers of graduates each year. In Nigeria, the situation has attracted significant policy attention because many graduates leave tertiary institutions without the practical capabilities required for meaningful economic engagement. Colleges of education, which play a central role in preparing professional teachers and business education specialists, are not immune to this reality. While these institutions aim to equip students with pedagogical and vocational competencies, a considerable number of graduates still encounter difficulties in securing sustainable employment after graduation. Consequently, scholars and policymakers have increasingly emphasized entrepreneurship development as a viable strategy for empowering graduates to create employment opportunities for themselves and others rather than relying solely on wage employment (Afolabi & Olatunji, 2021; Nwokoye & Nwoye, 2023).

Entrepreneurial training has therefore emerged as an important component of higher education reforms aimed at addressing youth unemployment and promoting economic participation among graduates. In recent years, Nigerian tertiary institutions have incorporated entrepreneurship

education into their curricula with the intention of nurturing innovative thinking, business planning skills, and opportunity recognition among students. Such initiatives are expected to enhance the capacity of graduates to initiate and manage small-scale enterprises upon completion of their studies. Evidence from recent studies indicates that structured entrepreneurial training programmes can significantly improve students' entrepreneurial orientation, practical skill acquisition, and readiness to pursue self-employment as a career option (Ogunyemi & Akinbode, 2022; Yusuf & Adebayo, 2024).

Despite these efforts, concerns remain regarding the effectiveness of entrepreneurial training programmes implemented within many tertiary institutions. Critics argue that although entrepreneurship courses have been introduced, the teaching approaches often remain theoretical and disconnected from real business environments. As a result, students may complete entrepreneurship courses without developing the practical competencies or confidence required to start and sustain business ventures. This gap between theoretical instruction and practical entrepreneurial engagement has prompted calls for more experiential and skill-oriented training models within higher education institutions, particularly in professional programmes such as business education (Ibrahim & Alabi, 2021; Oladipo & Adeyemi, 2022).

Self-employment intentions among students have consequently become an important area of inquiry in entrepreneurship education research. Self-employment intention reflects the degree to which individuals are willing and prepared to pursue entrepreneurial careers by establishing their own businesses. Scholars have argued that the decision to engage in entrepreneurial activity is often preceded by a strong intention to become self-employed, which is shaped by factors such as entrepreneurial knowledge, perceived opportunities, personal attitudes, and exposure to entrepreneurial training. Empirical studies have demonstrated that when students acquire relevant entrepreneurial competencies and develop positive perceptions of business ownership, they are more likely to consider entrepreneurship as a realistic and attractive career path (Akinwale & Ojo, 2020; Garba & Musa, 2023).

Within the context of business education programmes in colleges of education, entrepreneurial training is particularly significant because the discipline traditionally combines theoretical knowledge with practical business competencies. Students in this field are expected not only to acquire teaching skills but also to develop capabilities in areas such as business management, accounting practices, marketing strategies, and office administration. When effectively implemented, entrepreneurial training can therefore empower business education students to translate academic knowledge into productive economic activities. This approach aligns with broader national objectives aimed at promoting innovation, enterprise development, and youth empowerment as pathways toward sustainable economic growth (Adeola & Eniola, 2020; Okoye & Chukwuemeka, 2021).

In Southwest Nigeria, federal colleges of education serve as important centres for teacher preparation and vocational skill development. However, many graduates from these institutions continue to face limited employment prospects in both public and private sectors. Understanding how entrepreneurial training influences students' intentions to pursue self-employment is therefore critical for improving the effectiveness of entrepreneurship education within these institutions. By examining the relationship between entrepreneurial training and self-employment intentions among final-year business education students, the present study seeks to provide empirical insights that may guide curriculum improvement, policy formulation, and institutional strategies aimed at enhancing graduate employability and entrepreneurial participation (Olanrewaju & Adebisi, 2022; Salami & Adeoye, 2024).

1.1 Statement of the Problem

Graduate unemployment has remained a persistent challenge in Nigeria despite various educational reforms aimed at equipping students with practical and marketable skills. Colleges of education, particularly those offering business education programmes, are expected to prepare graduates who possess both pedagogical competence and entrepreneurial capabilities that can enable them to contribute meaningfully to economic development. In recent years, entrepreneurship courses have been integrated into tertiary education curricula with the expectation that students will acquire practical business skills, innovative

thinking abilities, and the confidence needed to establish small-scale enterprises after graduation. However, observable realities indicate that many graduates still rely heavily on scarce paid employment opportunities rather than pursuing self-employment ventures. This situation raises concerns about whether the entrepreneurial training provided within these institutions is sufficiently effective in shaping students' readiness and intention to become self-employed. Although several policy initiatives have emphasized entrepreneurship education as a strategy for addressing youth unemployment, empirical evidence regarding the extent to which such training influences the self-employment intentions of final-year business education students in federal colleges of education in Southwest Nigeria remains limited. The persistence of graduate unemployment alongside the introduction of entrepreneurship education therefore presents a critical gap that requires systematic investigation. It is against this background that the present study examined the relationship between entrepreneurial training and self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.

1.2 Purpose of the Study

The main purpose of this study was to examine the influence of entrepreneurial training on self-employment intentions among final-year business education students in federal colleges of education located in Southwest Nigeria. Specifically, the study sought to determine whether the various components of entrepreneurial training received by students contribute meaningfully to their willingness and preparedness to pursue entrepreneurial careers after graduation. The study focused on key aspects of entrepreneurial training such as knowledge acquisition, practical skill development, entrepreneurial mindset formation, and exposure to entrepreneurial activities. By examining these dimensions, the study aimed to provide empirical insights into how entrepreneurship education within colleges of education can be strengthened to enhance graduate self-reliance and reduce dependence on limited wage employment opportunities. The findings were expected to contribute to ongoing discussions on the effectiveness of entrepreneurship education in Nigerian tertiary institutions and to provide useful information that could guide curriculum improvement, institutional policies, and national strategies aimed at promoting youth entrepreneurship and employment generation.

1.3 Research Objectives

The study was guided by the following objectives:

1. To examine the influence of entrepreneurial knowledge acquisition on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.
2. To determine the effect of practical entrepreneurial skill development on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.
3. To investigate the influence of entrepreneurial mindset development on self-employment intentions among

final-year business education students in Southwest Nigerian federal colleges of education.

4. To examine the relationship between exposure to entrepreneurial activities and self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.

1.4 Research Questions

The following research questions guided the study:

1. What influence does entrepreneurial knowledge acquisition have on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education?
2. To what extent does practical entrepreneurial skill development influence self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education?
3. What influence does entrepreneurial mindset development have on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education?
4. How does exposure to entrepreneurial activities influence self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education?

1.5 Research Hypotheses

The following hypotheses were formulated and tested at the 0.05 level of significance:

1. Entrepreneurial knowledge acquisition has no significant influence on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.
2. Practical entrepreneurial skill development has no significant influence on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.
3. Entrepreneurial mindset development has no significant influence on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.
4. Exposure to entrepreneurial activities has no significant influence on self-employment intentions among final-year business education students in Southwest Nigerian federal colleges of education.

2. Methodology

2.1 Research Design

This study adopted a cross-sectional survey research design. The design was considered appropriate because it enabled the researcher to collect data from a defined population at a single point in time to examine the relationships among the variables under investigation. The cross-sectional survey approach allowed the researcher to obtain relevant information from final-year business education students regarding their exposure to entrepreneurial training and their intentions toward self-employment. The design was particularly suitable for the study because it facilitated the use of structured questionnaires to gather quantitative data from a relatively large group of respondents across different federal colleges of education within Southwest Nigeria. In addition, the

design provided a systematic means of analyzing patterns, relationships, and variations in respondents' perceptions and experiences related to entrepreneurial training and entrepreneurial intentions. By employing this design, the researcher was able to generate empirical evidence capable of explaining how different dimensions of entrepreneurial training were associated with students' readiness to pursue self-employment after graduation.

2.2 Population of the Study

The population of the study comprised all final-year Business Education students enrolled in Federal Colleges of Education located in Southwest Nigeria. Final-year students were considered appropriate for the investigation because they had already undergone substantial exposure to entrepreneurship courses and practical training embedded in their academic programmes. As such, they were in a better position to provide informed responses regarding their experiences with entrepreneurial training and their intentions toward self-employment after graduation. The institutions included in the population were selected based on the availability of Business Education programmes and their strategic location within the Southwest geopolitical zone of Nigeria. These institutions included Federal College of Education (Technical), Akoka in Lagos State; Federal College of Education (Special), Oyo in Oyo State; and Federal College of Education, Abeokuta in Ogun State. Institutional academic records obtained from the respective departments indicated that the total number of final-year Business Education students in the three colleges during the 2024/2025 academic session was 612 students. Specifically, Federal College of Education (Technical), Akoka had 228 students, Federal College of Education (Special), Oyo had 204 students, while Federal College of Education, Abeokuta had 180 students. The aggregate of these figures constituted the target population of 612 final-year Business Education students for the study (Federal College of Education Abeokuta Academic Planning Unit, 2024; Federal College of Education Special Oyo Registry Unit, 2024).

2.3 Sample And Sampling Technique

A sample size of 242 final-year Business Education students was selected from the total population of 612 students for the purpose of the study. The determination of the sample size was guided by the sample size determination procedure proposed by Krejcie and Morgan, which provides a statistical basis for selecting representative samples from known populations. In order to ensure adequate representation of students from the participating institutions, a multi-stage sampling approach was adopted. First, purposive sampling was used to select the three federal colleges of education in Southwest Nigeria that offer established Business Education programmes. Second, proportionate stratified sampling was applied to allocate the number of respondents selected from each institution based on their population size. This approach ensured that each institution contributed participants to the study in proportion to its share of the total population. Finally, simple random sampling was employed within each institution to select the individual respondents who participated in the study. This combination of sampling

procedures helped to reduce sampling bias and enhanced the representativeness of the selected participants. The distribution of the population and sample across the institutions is presented in Table 1.

Table 1: Distribution of Population and Sample Size Across Selected Federal Colleges of Education in Southwest Nigeria

S/N	Institution	State	Population of Final-Year Business Education Students	Sample Selected
1	Federal College of Education (Technical), Akoka	Lagos	228	90
2	Federal College of Education (Special), Oyo	Oyo	204	80
3	Federal College of Education, Abeokuta	Ogun	180	72
	Total		612	242

The distribution shown in Table 1 ensured that the sample adequately reflected the population characteristics across the participating institutions. By adopting purposive, stratified, and simple random sampling techniques, the study was able to obtain a balanced representation of final-year Business Education students from the selected colleges of education. This approach strengthened the reliability of the data collected and enhanced the credibility of the conclusions drawn regarding the relationship between entrepreneurial training and self-employment intentions among the respondents.

2.4 Research Instrument For Data Collection

Data for this study were collected using a structured questionnaire titled Entrepreneurial Training and Self-Employment Intentions Questionnaire (ETSEIQ). The instrument was researcher-developed specifically to obtain relevant information from final-year Business Education students regarding their exposure to entrepreneurial training and their intentions toward self-employment. The questionnaire was organized into three sections. Section A elicited respondents' biodata and contained 5 items covering demographic characteristics such as gender, age range, institution, prior entrepreneurial exposure, and participation in entrepreneurship courses. Section B focused on entrepreneurial training and consisted of 16 items structured around the dimensions captured in the research questions, including entrepreneurial knowledge acquisition, practical skill development, entrepreneurial mindset formation, and exposure to entrepreneurial activities. Section C measured self-employment intentions and comprised 8 items designed to assess students' willingness, readiness, and preference for establishing businesses after graduation.

All the items in Sections B and C were presented using a four-point Likert scale response format to enable respondents to indicate the extent of their agreement with each statement. The response options were Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with corresponding numerical values of 4, 3, 2, and 1

respectively. This scaling format was adopted to facilitate quantitative analysis of responses and to ensure that the instrument adequately captured variations in students' perceptions of entrepreneurial training and their intentions toward self-employment. The items in each section were carefully aligned with the four research questions guiding the study to ensure that the data collected were directly relevant to the objectives of the investigation.

2.5 Validity of the Instrument

The Entrepreneurial Training and Self-Employment Intentions Questionnaire (ETSEIQ) consisted of a total of 29 items and was developed by the researcher based on insights from existing literature on entrepreneurship education and entrepreneurial intentions among tertiary institution students. To ensure the adequacy and appropriateness of the instrument for measuring the variables under investigation, it was subjected to expert validation before its administration for the main study. The validation process focused on establishing face validity, content validity, and construct validity. The instrument was carefully reviewed by three highly experienced lecturers, each with relevant expertise in Business Education, Entrepreneurship Education, and Measurement and Evaluation. These experts examined the clarity, relevance, comprehensiveness, and alignment of the questionnaire items with the research objectives and research questions of the study. Based on their observations and suggestions, minor modifications were made to some of the items to improve their clarity and ensure that they adequately captured the constructs of entrepreneurial training and self-employment intentions. The validation process therefore enhanced the suitability of the instrument for collecting meaningful and reliable data for the study.

2.6 Reliability of the Instrument

To determine the reliability of the instrument, a pilot test was conducted prior to the main data collection exercise. The pilot study involved 20 final-year Business Education students drawn from a Federal College of Education that was not included in the main study sample. The participants were selected using a simple random sampling technique to ensure that each member of the group had an equal chance of being selected. The purpose of the pilot testing was to ascertain the internal consistency and stability of the questionnaire items. Data obtained from the pilot study were analyzed using the Cronbach's Alpha statistical method, which is widely used for estimating the reliability of Likert-type instruments. The analysis produced an overall reliability coefficient of 0.84 for the instrument. This value indicated a high level of internal consistency among the items of the questionnaire. Since the reliability coefficient exceeded the commonly accepted benchmark of 0.70 for social science research, the instrument was considered reliable and suitable for use in the main study. The satisfactory reliability index therefore provided confidence that the instrument would generate consistent and dependable data when administered to the larger sample of participants.

2.7 Method Of Data Collection

Data for this study were collected using the 29-item structured questionnaire titled Entrepreneurial Training and Self-Employment Intentions Questionnaire (ETSEIQ). Copies of the instrument were administered to the 242 selected final-year Business Education students drawn from the three participating Federal Colleges of Education in Southwest Nigeria. The administration of the questionnaire was carried out using a direct in-person approach, which enabled the researcher to interact with the respondents within their respective institutions and provide necessary clarifications where required. This approach also helped to improve the response rate and ensured that the participants completed the instrument independently without external influence. In total, 242 copies of the questionnaire were distributed, while 184 properly completed copies were retrieved, representing approximately 76 percent retrieval rate, which was considered adequate for the analysis of the study. The administration and retrieval of the questionnaire were carried out over a period of eight weeks, during which the researcher visited the selected institutions at scheduled intervals to distribute and collect the instruments.

Out of the 184 properly completed copies retrieved, 69 responses were obtained from Federal College of Education (Technical), Akoka, 61 responses were retrieved from Federal College of Education (Special), Oyo, while 54 responses were obtained from Federal College of Education, Abeokuta. The distribution reflected the proportion of respondents originally selected from each institution and ensured adequate representation of the participating colleges in the final dataset used for the analysis. The relatively high retrieval rate was largely attributed to the direct administration method employed by the researcher and the cooperation of the respondents within the selected institutions.

2.8 Method Of Data Analysis

The data collected for this study were analyzed using both descriptive and inferential statistical techniques. The responses obtained from the questionnaire were first coded and entered into the statistical software for analysis. To answer the four research questions, the data were analyzed using descriptive statistics consisting of mean and standard deviation. These statistical measures were considered appropriate because they helped to summarize the responses of the participants and determine the general trend of opinions regarding entrepreneurial training and self-employment intentions among the students. A decision benchmark of 2.50 was adopted for interpreting the mean scores, where mean values of 2.50 and above were interpreted as agreement, while values below 2.50 indicated disagreement with the respective statements.

On the other hand, the four research hypotheses formulated for the study were tested using simple linear regression analysis at the 0.05 level of significance. This inferential statistical technique was considered suitable because the study sought to determine the extent to which each dimension of entrepreneurial training predicted or influenced self-employment intentions among the respondents. Specifically, regression analysis was used to test the individual influence of entrepreneurial knowledge

acquisition, practical entrepreneurial skill development, entrepreneurial mindset development, and exposure to entrepreneurial activities on self-employment intentions of final-year Business Education students. The use of regression analysis therefore enabled the researcher to determine the strength and significance of the relationships between the independent and dependent variables examined in the study.

3. Results Presentation

3.1 Research Question 1

What influence does entrepreneurial knowledge acquisition have on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education?

Table 1: Mean Responses on the Influence of Entrepreneurial Knowledge Acquisition on Self-Employment Intentions among Final-Year Business Education Students (N = 184)

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Entrepreneurship courses have improved my understanding of how to start a small business.	184	134	72.8	3.28	0.71
2	Knowledge gained from entrepreneurship classes has increased my interest in becoming self-employed after graduation.	184	128	69.6	3.19	0.75
3	Entrepreneurial training has helped me identify business opportunities within my community.	184	121	65.8	3.11	0.78
4	I have learned how to prepare a simple business plan through entrepreneurship training.	184	140	76.1	3.34	0.69
5	Entrepreneurship education has strengthened my confidence in managing a small enterprise.	184	125	67.9	3.15	0.73
Grand Mean					3.21	

Table 1 presents the responses of final-year Business Education students regarding the influence of entrepreneurial knowledge acquisition on their intentions to pursue self-employment. The results indicate that the mean scores for all the questionnaire items ranged from 3.11 to 3.34, which are above the decision benchmark of 2.50. The grand mean of 3.21 suggests that respondents generally agreed that entrepreneurial knowledge obtained through their academic training positively influenced their interest and preparedness to consider self-employment as a viable career option after graduation.

3.2 Research Question 2

To what extent does practical entrepreneurial skill development influence self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education?

Table 2: Mean Responses on the Influence of Practical Entrepreneurial Skill Development on Self-Employment Intentions among Final-Year Business Education Students (N = 184)

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Practical entrepreneurship projects have improved my ability to start a small business.	184	129	70.1	3.20	0.74
2	Skill-based training in areas such as marketing and record keeping has prepared me for self-employment.	184	132	71.7	3.24	0.72
3	Hands-on entrepreneurial activities have increased my confidence to manage business risks.	184	120	65.2	3.12	0.79
4	Entrepreneurship practical sessions have helped me develop useful business management skills.	184	136	73.9	3.27	0.70
5	Practical skill training encourages me to consider starting my own business after graduation.	184	127	69.0	3.18	0.76
Grand Mean					3.20	

Table 2 shows the responses of the students regarding the extent to which practical entrepreneurial skill development influences their self-employment intentions. The mean scores ranged from 3.12 to 3.27, indicating agreement among respondents that practical entrepreneurial skills acquired during training contributed positively to their willingness to consider self-employment. The grand mean of 3.20 further confirms that practical skill development plays a meaningful role in shaping students' entrepreneurial career intentions.

3.3 Research Question 3

What influence does entrepreneurial mindset development have on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education?

Table 3: Mean Responses on the Influence of Entrepreneurial Mindset Development on Self-Employment Intentions among Final-Year Business Education Students (N = 184)

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Entrepreneurial training has encouraged me to think creatively about solving business problems.	184	131	71.2	3.23	0.72
2	Entrepreneurship education has improved my ability to identify new business opportunities.	184	124	67.4	3.16	0.76
3	Entrepreneurial training has strengthened my willingness to take calculated business risks.	184	118	64.1	3.09	0.80
4	The training has helped me develop persistence and determination toward business success.	184	135	73.4	3.26	0.71
5	Developing an entrepreneurial mindset motivates me to become self-employed after graduation.	184	129	70.1	3.21	0.74
Grand Mean					3.19	

Table 3 presents respondents' views on the influence of entrepreneurial mindset development on their intentions to pursue self-employment. The results show mean values ranging from 3.09 to 3.26, all exceeding the decision benchmark of 2.50. The grand mean of 3.19 indicates that students generally perceived that entrepreneurial training contributed to developing a positive mindset characterized by creativity, resilience, and willingness to explore business opportunities.

3.4 Research Question 4

How does exposure to entrepreneurial activities influence self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education?

Table 4: Mean Responses on the Influence of Exposure to Entrepreneurial Activities on Self-Employment Intentions among Final-Year Business Education Students (N = 184)

S/N	Questionnaire Items	N	f	%	$\bar{X}$	SD
1	Participation in entrepreneurship workshops has increased my interest in starting a business.	184	133	72.3	3.25	0.71
2	Exposure to successful entrepreneurs motivates me to consider self-employment.	184	137	74.5	3.29	0.69
3	Industrial visits and business interactions have helped me understand real business operations.	184	126	68.5	3.17	0.75
4	Entrepreneurship seminars have provided useful insights into business start-up opportunities.	184	131	71.2	3.22	0.73
5	Exposure to entrepreneurial role models inspires me to pursue entrepreneurial careers.	184	135	73.4	3.26	0.70
Grand Mean					3.24	

Table 4 displays the responses of the students on the influence of exposure to entrepreneurial activities on their self-employment intentions. The mean values ranged from 3.17 to 3.29, indicating that respondents generally agreed that participation in entrepreneurship workshops, seminars, and interactions with successful entrepreneurs positively influenced their entrepreneurial aspirations. The grand mean score of 3.24 suggests that exposure to entrepreneurial experiences significantly enhances students' interest in pursuing self-employment after graduation.

4. Hypotheses Testing

4.1 Hypothesis 1

Entrepreneurial knowledge acquisition has no significant influence on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education.

Table 5: Simple Linear Regression Analysis Showing the Influence of Entrepreneurial Knowledge Acquisition on Self-Employment Intentions among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education

Variable	N	Calculate d (β/t)	Critic Value	Level of df	Significance	Remark
Entrepreneurial Knowledge Acquisition → Self-Employment Intentions	184	3.42	1.96	182	0.05	Significant (Reject H ₀)

Table 5 presents the regression result examining the influence of entrepreneurial knowledge acquisition on self-employment intentions among the respondents. The calculated value of 3.42 was higher than the critical value of 1.96 at 0.05 level of significance with 182 degrees of freedom. Since the calculated value exceeded the critical value, the null hypothesis was rejected. This result indicates that entrepreneurial knowledge gained through entrepreneurship education significantly influenced the intention of final-year Business Education students to engage in self-employment. The finding suggests that students who possess stronger knowledge of business planning, opportunity identification, and enterprise management tend to demonstrate higher willingness to establish their own businesses after graduation.

4.2 Hypothesis 2

Practical entrepreneurial skill development has no significant influence on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education.

Table 6: Simple Linear Regression Analysis Showing the Influence of Practical Entrepreneurial Skill Development on Self-Employment Intentions among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education

Variable	N	Calculate d (β/t)	Critic Value	Level of df	Significance	Remark
Practical Entrepreneurial Skill Development → Self-Employment Intentions	184	3.87	1.96	182	0.05	Significant (Reject H ₀)

Table 6 presents the regression analysis assessing the influence of practical entrepreneurial skill development on students' self-employment intentions. The result showed a calculated value of 3.87, which is greater than the critical value of 1.96 at 0.05 significance level and 182 degrees of freedom. Based on this comparison, the null hypothesis was rejected. This implies that practical skill development obtained through entrepreneurship training significantly contributed to shaping students' willingness to pursue entrepreneurial careers. The finding indicates that exposure to practical business skills such as marketing, record keeping, and enterprise management enhances students'

confidence and readiness to initiate small-scale ventures after graduation.

4.3 Hypothesis 3

Entrepreneurial mindset development has no significant influence on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education.

Table 7: Simple Linear Regression Analysis Showing the Influence of Entrepreneurial Mindset Development on Self-Employment Intentions among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education

Variable	N	Calculate d (β/t)	Critic Value	Level of df	Significance	Remark
Entrepreneurial Mindset Development → Self-Employment Intentions	184	2.95	1.96	182	0.05	Significant (Reject H ₀)

Table 7 presents the regression results evaluating the influence of entrepreneurial mindset development on students' self-employment intentions. The analysis produced a calculated value of 2.95, which exceeded the critical value of 1.96 at 0.05 level of significance with 182 degrees of freedom. Consequently, the null hypothesis was rejected. The result indicates that entrepreneurial mindset development significantly influenced the inclination of final-year Business Education students to pursue self-employment. This suggests that students who develop attributes such as creativity, persistence, opportunity recognition, and willingness to take calculated risks are more likely to view entrepreneurship as a viable career pathway.

4.4 Hypothesis 4

Exposure to entrepreneurial activities has no significant influence on self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education.

Table 8: Simple Linear Regression Analysis Showing the Influence of Exposure to Entrepreneurial Activities on Self-Employment Intentions among Final-Year Business Education Students in Southwest Nigerian Federal Colleges of Education

Variable	N	Calculate d (β/t)	Critic Value	Level of df	Significance	Remark
Exposure to Entrepreneurial Activities → Self-Employment Intentions	184	4.11	1.96	182	0.05	Significant (Reject H ₀)

Table 8 presents the regression analysis investigating the influence of exposure to entrepreneurial activities on students' self-employment intentions. The calculated value

of 4.11 was greater than the critical value of 1.96 at the 0.05 level of significance with 182 degrees of freedom. Based on this outcome, the null hypothesis was rejected. The result implies that exposure to entrepreneurial activities such as business workshops, seminars, mentorship programmes, and interaction with successful entrepreneurs significantly influenced students' willingness to pursue self-employment. This finding suggests that real-life exposure to entrepreneurial experiences strengthens students' motivation and confidence to establish business ventures after completing their academic programmes.

4.5 Summary of the Findings

Based on the analysis of data from 184 final-year Business Education students across three Southwest Nigerian federal colleges of education, the study yielded the following key findings:

1. **Entrepreneurial Knowledge Acquisition:** Findings revealed that knowledge gained from entrepreneurship courses significantly influenced students' self-employment intentions, as indicated by a high grand mean (3.21) and significant regression result ($t = 3.42$, $p < 0.05$).
2. **Practical Entrepreneurial Skill Development:** Practical skills acquired through hands-on training positively affected students' readiness to engage in self-employment, with a grand mean of 3.20 and a significant regression result ($t = 3.87$, $p < 0.05$).
3. **Entrepreneurial Mindset Development:** The development of an entrepreneurial mindset significantly predicted self-employment intentions, reflected in a grand mean of 3.19 and a statistically significant t-value of 2.95 ($p < 0.05$).
4. **Exposure to Entrepreneurial Activities:** Participation in workshops, seminars, and business interactions positively influenced self-employment intentions, supported by a grand mean of 3.24 and a t-value of 4.11 ($p < 0.05$).

Overall, all four dimensions of entrepreneurial training—knowledge, practical skills, mindset, and exposure—were positively associated with the self-employment intentions of final-year Business Education students in Southwest Nigerian federal colleges of education.

5. Discussion of the Findings

The study revealed that entrepreneurial knowledge acquisition significantly influences self-employment intentions among students. This finding aligns with Afolabi and Olatunji (2021), who argued that understanding business fundamentals enhances students' confidence and ability to initiate enterprises. The implication is that curricular emphasis on business knowledge equips students with the cognitive tools necessary to navigate entrepreneurial ventures successfully.

Regarding practical entrepreneurial skill development, the findings support previous research by Ogunyemi and Akinbode (2022), showing that hands-on experience in areas such as bookkeeping, marketing, and business planning directly correlates with students' entrepreneurial readiness. The implication is that colleges must prioritize

experiential learning to strengthen employability and self-reliance among graduates.

The significant impact of entrepreneurial mindset development corroborates studies by Yusuf and Adebayo (2024), which indicated that creativity, resilience, and opportunity recognition foster proactive engagement in business activities. Practically, cultivating a growth-oriented entrepreneurial mindset prepares students to overcome barriers and sustain businesses effectively. Finally, exposure to entrepreneurial activities such as workshops, mentorships, and industrial visits significantly influenced students' self-employment intentions, echoing findings by Salami and Adeoye (2024). The implication is that direct engagement with entrepreneurial environments motivates students, increases awareness of market opportunities, and strengthens the practical application of theoretical knowledge.

6. Conclusion

The study concluded that entrepreneurial training plays a critical role in shaping self-employment intentions among final-year Business Education students in Southwest Nigerian federal colleges of education. The four dimensions—knowledge acquisition, practical skill development, mindset cultivation, and exposure to entrepreneurial activities—were all positively associated with students' readiness to pursue entrepreneurial careers. Furthermore, the study established that entrepreneurial education significantly empowers students to transform theoretical understanding into practical business actions, contributing to graduate employability and economic participation.

It was also concluded that practical engagement, combined with mentorship and exposure to entrepreneurial networks, reinforces students' confidence and intention to pursue self-employment.

Overall, the findings suggest that well-structured entrepreneurship programmes are instrumental in addressing graduate unemployment challenges and fostering self-reliance among tertiary institution graduates.

7. Recommendations

1. Colleges of education should integrate enhanced entrepreneurial knowledge modules into business education curricula to strengthen graduates' cognitive preparedness for self-employment.
2. Institutions should prioritize practical skill development through workshops, simulations, and small-scale enterprise projects to ensure experiential learning complements theoretical instruction.
3. Lecturers and administrators should foster entrepreneurial mindset development, emphasizing creativity, resilience, and risk-taking in teaching strategies.
4. Colleges should provide consistent exposure to real-life entrepreneurial activities, including mentorship programs, industrial visits, and business networking events.
5. Government and policymakers should support entrepreneurship programs with funding, equipment, and partnerships to create an enabling environment for students' enterprise initiatives.

6. Periodic monitoring and evaluation of entrepreneurship training effectiveness should be instituted to align curriculum design with labor market demands and enhance graduate employability.

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