

Impact of Entrepreneurship Education on Self-Employment Readiness Among Students of Federal College of Education Ididep Ibiono, Akwa Ibom State, Nigeria

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Abstract

This study examines the impact of entrepreneurship education on self-employment readiness among students of the Federal College of Education, Ididep, Ibiono, a concern that has become increasingly critical given the persistent challenge of youth unemployment in Nigeria. Adopting a survey research design, the study collected primary data through a structured questionnaire administered to a sample of students, assessing their perceptions of entrepreneurship training and their level of preparedness to pursue self-employment upon graduation. The findings establish a significant positive relationship between entrepreneurship education and self-employment readiness, revealing that students exposed to comprehensive entrepreneurial training developed a markedly stronger internal locus of control, enhanced entrepreneurial self-efficacy, and a greater propensity for generating business ideas and engaging in venture creation. The study further validates the critical role of vocational training and curriculum development in equipping tertiary institution graduates with the competencies required for business incubation and sustainable livelihoods. These outcomes underscore the transformative potential of entrepreneurship education as a driver of graduate employability, effectively shifting students from a mindset of passive job-seeking to one of proactive job creation, with far-reaching implications for individual empowerment and broader community economic development. In light of these findings, it is recommended that the college management prioritize the continuous upgrading of its entrepreneurship curriculum to ensure seamless integration of theoretical policy frameworks with practical, hands-on business planning and mentoring initiatives, while also fostering strategic collaborations with local financial institutions to improve student access to start-up capital and cultivating an institutional culture that actively encourages innovation and enterprise. This study contributes to the growing body of knowledge on entrepreneurship education in Nigerian tertiary institutions and offers practical insights for educators, policymakers, and institutional administrators committed to tackling unemployment through functional, demand-driven educational reforms.

1. INTRODUCTION

The challenge of graduate unemployment has assumed alarming dimensions across Nigeria, prompting urgent calls for educational reforms that prioritize self-reliance and entrepreneurial capacity development. According to Adelowo (2024), with youth unemployment rates continuing to escalate, the traditional paradigm of preparing students primarily for salaried employment has proven inadequate in addressing contemporary labour market realities.

This situation has compelled higher education institutions to re-evaluate their curricula, with entrepreneurship education emerging as a strategic response to the employability crisis (Abaikpa, et al 2026). The Federal College of Education, Ididep Ibiono, established in May 2023, represents a new generation of teacher education institutions in Nigeria (Federal College of Education, Ididep, 2025). As a pioneer institution located in Ibiono Local Government Area of Akwa Ibom State, FCE Ididep commenced academic activities with 583 pioneer students enrolled across six Schools. The institution's founding vision emphasizes not only conventional teacher preparation but also equipping students with skills to contribute meaningfully to national development, a mandate that inherently includes preparing graduates for self-employment opportunities (Federal College of Education, Ididep, 2025). Entrepreneurship education in Nigerian tertiary institutions encompasses theoretical instruction, practical skills development, and mindset reorientation aimed at fostering entrepreneurial intentions among students (Olojuolawe, Olusola, Bamidele, & Olalekan, 2024). The National Universities Commission and National Commission for Colleges of Education have mandated entrepreneurship studies as compulsory components of academic programs, reflecting policy-level recognition of entrepreneurship as a pathway to graduate self-employment (Sunday & Amin, 2019).

Despite the mandatory inclusion of entrepreneurship education in Nigerian colleges of education curricula, evidence suggests that graduate self-employment rates remain suboptimal. Shimba (2018) found that while students may demonstrate positive attitudes toward entrepreneurship, this does not consistently translate into tangible self-employment readiness or subsequent venture creation. The disconnect between entrepreneurship education and actual self-employment outcomes raises fundamental questions about the design and delivery of current programs. At FCE Ididep Ibiono, a newly established institution, understanding the impact of entrepreneurship education on self-employment readiness is particularly crucial (Abaikpa et. al 2026). The institution has the opportunity to design curricula that effectively prepare students for self-employment from its foundational years. However, without empirical evidence, evidence-based curriculum improvements remain challenging. Furthermore, existing research on entrepreneurship education in Nigeria has predominantly focused on universities, with limited attention to colleges of education (Aloba, 2020). This gap is significant because colleges of education produce graduates who require entrepreneurial capabilities for economic participation. The objective of this study is to examine the impact of entrepreneurship education on self-employment readiness among students of FCE Ididep Ibiono.

2. Literature Review

2.1 Introduction

Entrepreneurship Education

Entrepreneurship education refers to the structured process of equipping individuals with the knowledge, skills, attitudes, and competencies required to identify opportunities, mobilize resources, and create ventures that generate economic and social value (Abaikpa, et. al 2026, Olojuolawe et al., 2024). In the Nigerian higher education context, it encompasses both theoretical instruction in entrepreneurial principles and practical training in venture creation and management (Sunday & Amin, 2019). The components of entrepreneurship education relevant to this study include theoretical knowledge, practical skills acquisition, entrepreneurial mindset development, and curriculum delivery methods. Theoretical knowledge covers fundamental concepts such as opportunity recognition, business planning, and financial management (Jumbri, Herman, Fauzan, Karmagatri, Setiawan, & Kurnianingrum, 2026). Practical skills acquisition involves hands-on experiences in product development and customer engagement. Entrepreneurial mindset development focuses on cultivating attitudes such as innovativeness and risk tolerance (University of the West Indies & John Carroll University, 2025).

Self-Employment Readiness

Self-employment readiness represents a multidimensional construct encompassing an individual's psychological, cognitive, and behavioral preparedness to initiate and sustain independent economic activity (Shimba, 2018). This study operationalizes self-employment readiness through three dimensions: entrepreneurial intention, perceived behavioral control, and core entrepreneurial competencies (Adelowo, 2024). Entrepreneurial intention refers to the conscious state of mind directing attention toward self-employment. Perceived behavioral control encompasses individuals' beliefs in their capability to successfully execute entrepreneurial tasks. Core entrepreneurial competencies include opportunity recognition skills and financial literacy (Abaikpa, 2025, Aloba, 2020).

Entrepreneurship Education and Self-Employment Readiness Nexus

The relationship between entrepreneurship education and self-employment readiness is theoretically grounded in human capital theory, which posits that education and training enhance individuals' productive capabilities (Shimba, 2018). Research among Malaysian TVET students found significant positive correlations between entrepreneurship education and self-employment intentions, with entrepreneurship education correlating at $r=0.416$ with entrepreneurial intentions (Jumbri et al., 2026). In the Nigerian context, Abaikpa, et. al (2026), Aloba (2020) found significant relationships between vocational training, theoretical training, practical training, and graduates' self-employability, with correlation coefficients ranging from $r=1.79$ to $r=2.59$.

2.2 Theoretical Review

This study is anchored on three theories that explain the impact of entrepreneurship education on self-employment readiness.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB), developed by Icek Ajzen, provides a foundational framework for understanding how entrepreneurship education influences self-employment readiness. TPB posits that behavioral intention is determined by attitude toward the behavior, subjective norms, and perceived behavioral control (Jumbri et al., 2026). In the entrepreneurship education context, TPB suggests that education shapes students' attitudes toward self-employment by exposing them to entrepreneurial role models. It enhances perceived behavioral control by providing students with the knowledge and skills necessary to feel capable of entrepreneurial action (Adelowo, 2024).

Human Capital Theory

Human Capital Theory, associated with Schultz and Becker, provides additional theoretical grounding. The theory conceptualizes education and training as investments in human capital that enhance individuals' productive capabilities (Shimba, 2018). Entrepreneurship education, viewed through this lens, represents investment in entrepreneurial human capital—the specific knowledge and skills that enable successful venture creation. Research has demonstrated that entrepreneurial human capital acquired through formal education positively influences entrepreneurial outcomes (Aloba, 2020).

Social Cognitive Theory

Bandura's Social Cognitive Theory, particularly the concept of self-efficacy, offers additional insights. Self-efficacy refers to individuals' beliefs in their capabilities to execute courses of action required to achieve desired outcomes (Adelowo, 2024). Entrepreneurship education influences self-employment readiness through its impact on entrepreneurial self-efficacy. As students master entrepreneurial knowledge and skills, their confidence in performing entrepreneurial tasks increases, strengthening their readiness to pursue self-employment (University of the West Indies & John Carroll University, 2025).

2.3 Empirical Review

Despite policy frameworks, implementation challenges persist in Nigerian entrepreneurship education. Research indicates that entrepreneurship education in Nigerian institutions often emphasizes theoretical content over practical application, limiting its effectiveness in preparing students for self-employment (Olojuolawe et al., 2024). Abaikpa (2025), Sunday and Amin (2019) identified gaps in curriculum content, pedagogical approaches, instructor qualifications, and institutional support infrastructure as factors constraining entrepreneurship education outcomes. The Tanzanian study by Shimba (2018) examining entrepreneurship training among university graduates found that graduates' possession of general enterprising tendencies was only moderate. While graduates demonstrated above-average scores on need for achievement (60.3%), they scored below average on innovation and creativity (44.5%). These findings suggest that entrepreneurship education may develop some entrepreneurial attributes more effectively than others. In the Nigerian context, Aloba (2020) found that vocational training correlated with self-employability ($r=2.27$), theoretical training showed significant relationships ($r=2.12$), and practical training demonstrated associations ($r=2.19$). Managerial skills showed the strongest correlation with self-employability ($r=2.59$), highlighting the importance of comprehensive skill development. Recent research by the University of the West Indies and John Carroll University (2025) identified three distinct entrepreneurial readiness profiles among undergraduate students using latent profile analysis: seasoned visionaries, enterprising explorers, and emerging entrepreneurs. Seasoned visionaries demonstrated high levels across all entrepreneurial readiness dimensions. Enterprising explorers showed moderate readiness with strengths in opportunity recognition but gaps in implementation capabilities. These findings highlight the heterogeneity in entrepreneurial readiness, suggesting that entrepreneurship education should be responsive to students' varying levels.

3. METHODOLOGY

3.1 Research Design

This study adopts a descriptive survey research design, which is considered most appropriate for investigating the impact of entrepreneurship education on self-employment readiness among students at the Federal College of Education, Ididep. This design is particularly suitable as it allows for the systematic collection of quantitative data from a defined population, enabling the researcher to describe existing conditions, attitudes, and perceptions without manipulating any variables. The descriptive survey design has been widely employed in similar entrepreneurship education research within Nigerian contexts, providing a reliable framework for examining the relationships between educational interventions and student outcomes. Furthermore, this design facilitates the collection of data from a large number of respondents within a relatively short timeframe, making it both practical and cost-effective for the purposes of this study. The cross-sectional nature of this design permits the researcher to capture a snapshot of the current state of entrepreneurship education and its perceived impact on students' self-employment readiness at a specific point in time.

3.2 Area of the Study

The study is conducted at the Federal College of Education, Ididep Ibiono, located in Ibiono Local Government Area of Akwa Ibom State, Nigeria. This institution was established in May 2023 and admitted its pioneer students for the 2024/2025 academic session (Federal College of Education, Ididep, 2025). The choice of this institution is particularly strategic for this research, as it represents a unique opportunity to examine entrepreneurship education within a newly established federal college of education. Being a recent establishment, the college provides a fresh context for understanding how entrepreneurship education is being integrated into the curriculum from its inception, offering insights that may not be available in more established institutions where programs have evolved over time. The college's location in Akwa Ibom State, a region with significant entrepreneurial potential, further justifies its selection as the study area. Additionally, the School of Vocational and Technical Education at the college houses the Business Education and Agricultural Education departments, both of which are directly relevant to entrepreneurship development and self-employment readiness, making this institution an ideal setting for the study.

3.3 Population of the Study

The population of the study consists of 89 respondents drawn from the School of Vocational and Technical Education, Federal College of Education, Ididep. This population is made up of both students and teaching staff, specifically comprising 89 students, with 58 from the Business Education Department and 31 from the Agricultural Education Department. The decision to include the entire student population from these two departments is justified by the relatively small size of the population, which ensures comprehensive coverage of the target group. The Business Education Department contributes the majority of the population due to its direct focus on business-related skills and entrepreneurial competencies, while the Agricultural Education Department provides a complementary perspective on entrepreneurship in the agricultural sector, which is particularly relevant given Nigeria's agrarian economy. The inclusion of both departments allows for a comparative analysis of entrepreneurship education's impact across different vocational disciplines, enhancing the depth and breadth of the findings.

3.4 Sample and Sampling Technique

The sample size for this study is 89 respondents, which represents the entire population of students in the School of Vocational and Technical Education at the Federal College of Education, Ididep. A census sampling technique is adopted for this study, as the population is deemed small enough to allow for the inclusion of all members. This approach ensures greater accuracy and representativeness, as it eliminates sampling errors and provides data that truly reflects the characteristics of the entire population. The census technique is particularly appropriate for this study given the manageable size of the population and the need to capture comprehensive data on entrepreneurship education's impact without the limitations associated with sampling. By including all 89 students, the study ensures that findings are more reliable and generalizable to the specific context of the college, while also allowing for detailed subgroup analyses based on departmental affiliation.

3.5 Instrument for Data Collection

The instrument for data collection is a structured questionnaire titled "Impact of Entrepreneurship Education on Self-Employment Readiness Among Students Questionnaire" (IEESERASQ). The questionnaire is carefully designed to elicit relevant information from respondents and is divided into two main sections. Section A seeks information on the demographic data of the respondents, including gender, age, departmental affiliation, and year of study, which are essential for understanding the background characteristics of the participants. Section B constitutes the main body of the questionnaire and contains 25 closed-ended questions designed to measure the impact of entrepreneurship education on various aspects of self-employment readiness. These questions employ a five-point Likert scale instrument through which the opinions of the respondents are expressed, with responses measured using the following rating system: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The items in Section B are carefully constructed to capture the key dimensions of entrepreneurship education impact, including entrepreneurial knowledge acquisition, skill development, attitude formation, and intentions toward self-employment.

3.6 Validation of Instrument

The content and face validity of the instrument are established through a rigorous expert review process involving three specialists in relevant fields. Two of these experts are from entrepreneurship education, bringing their specialized knowledge of the subject matter to ensure that the questionnaire items adequately measure the constructs they are intended to assess. The third specialist is from educational measurement and evaluation, providing expertise in instrument design, item construction, and assessment methodologies. These experts are requested to review the questionnaire items for clarity, relevance, adequacy, and appropriateness in addressing the research objectives. They evaluate the instrument in terms of content coverage, wording precision, and the extent to which the items align with the study's conceptual framework. Based on their feedback, necessary modifications are made to improve the instrument's quality, ensuring that it effectively captures the intended variables. This validation process enhances the credibility and trustworthiness of the research findings by ensuring that the measurement tool is both comprehensive and accurate.

3.7 Reliability of Instrument

The reliability of the instrument is established through a pilot testing procedure conducted with 50 students from a similar institution that shares characteristics with the Federal College of Education, Ididep. This pilot testing is essential for assessing the internal consistency and stability of the questionnaire items before the main data collection. The data obtained from the pilot study are subjected to statistical analysis using Cronbach's alpha coefficient, which is a widely accepted measure of internal consistency reliability. The analysis yields Cronbach's alpha coefficients of 0.82 for the Entrepreneurship Education Questionnaire (EEQ) and 0.79 for the Self-Employment Readiness Scale (SERS). These coefficients exceed the generally accepted threshold of 0.70, indicating that both subscales demonstrate adequate reliability. The EEQ's alpha of 0.82 suggests a high level of internal consistency among items measuring entrepreneurship education constructs, while the SERS alpha of 0.79 indicates good reliability for items measuring self-employment readiness. These reliability coefficients provide confidence that the instrument consistently measures what it is intended to measure, thereby supporting the validity of the research findings.

3.8 Method of Data Analysis

The data collected from the questionnaire are analyzed using both descriptive and inferential statistical techniques to address the research questions and test the hypotheses. Descriptive statistics, including mean and standard deviation, are employed to answer the research questions by providing summary measures of respondents' perceptions regarding the impact of entrepreneurship education on self-employment readiness. The mean scores are interpreted using a decision rule based on the Likert scale range, where mean scores falling within specific intervals correspond to levels of agreement or disagreement. For instance, mean scores between 4.50 and 5.00 indicate Strongly Agree, 3.50 to 4.49 indicate Agree, 2.50 to 3.49 indicate Undecided, 1.50 to 2.49 indicate Disagree, and 1.00 to 1.49 indicate Strongly Disagree. This interpretation framework ensures systematic and objective analysis of the descriptive data. Inferential statistics, specifically multiple regression analysis, are used to test the research hypotheses at a 0.05 significance level. Multiple regression is selected as the appropriate analytical technique because it allows for the examination of the relationship between multiple independent variables (aspects of entrepreneurship education) and the dependent variable (self-employment readiness). This statistical method enables the researcher to determine the relative contribution of each independent variable to the prediction of self-employment readiness while controlling for the effects of other variables. The regression analysis yields important statistical outputs including the coefficient of determination (R^2), which indicates the proportion of variance in self-employment readiness explained by entrepreneurship education; the regression coefficients (β), which show the direction and strength of relationships; and the p-values, which determine the statistical significance of each predictor variable. The choice of 0.05 significance level is consistent with accepted standards in educational research and provides a balance between Type I and Type II error probabilities. This comprehensive approach to data analysis ensures that both descriptive and inferential aspects of the research questions are thoroughly addressed, leading to robust and meaningful conclusions.

3.9 Ethical Considerations

Ethical considerations are meticulously observed throughout the research process to protect the rights and welfare of the participants. Prior to data collection, formal approval is obtained from the appropriate institutional authorities at the Federal College of Education, Ididep. Informed consent is secured from all participants after providing them with clear information about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Participants are assured of the confidentiality and anonymity of their responses, and they are informed that data will be used solely for academic research purposes. No identifying information is collected on the questionnaire to ensure anonymity. The researcher also ensures that the data collection process does not interfere with the academic activities of the students and that participants are treated with respect and dignity throughout the research process. Furthermore, the researcher commits to reporting the findings accurately and transparently, without falsification or manipulation of data, in accordance with the ethical standards of academic research.

4. DATA ANALYSIS AND RESULTS

4.1 Demographic Data Analysis

Respondents' Department

Table 1: Analysis of Respondents' Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Education Department	58	65.2	65.2	65.2
	Agricultural Education Department	31	34.8	34.8	100.0
	Total	89	100.0	100.0	

Source: Field Data (2026)

The above table shows that 58 respondents representing 65.2% were from the Business Education Department, while 31 respondents representing 34.8% were from the Agricultural Education Department, School of Vocational and Technical Education, Federal College of Education, Ididep. The results show that majority of the respondents were from the Business Education Department.

Entrepreneurship Education

Table 2: Analysis of research constructs on Entrepreneurship Education

Research construct	SA	A	U	SD	D
The entrepreneurship courses at FCE Ididep Ibiono have equipped me with practical skills to start my own business.	14 (15.7%)	43 (48.3%)	15(16.9%)	14 (15.7%)	3 (3.4%)
My lecturers use real-life case studies and examples that show me how to become self-employed.	15 (16.9%)	19(21.3%)	30 (33.7%)	22 (24.7%)	3 (3.4%)
The entrepreneurship education I received has helped me understand how to identify and evaluate business opportunities.	16 (18.0%)	24(27.0%)	21(23.6%)	28 (31.5%)	0 (0.0%)
I have been taught how to prepare a basic business plan through my entrepreneurship classes.	48 (53.9%)	19(21.3%)	16(18.0%)	4 (4.5%)	2 (2.2%)
The entrepreneurship curriculum at FCE Ididep Ibiono has made me more aware of the risks and rewards of self-employment.	16(18.0%)	47(52.8%)	18(20.2%)	5 (5.6%)	3 (3.4%)

Source: Field Survey, 2026

Table above shows that out of 89 respondents, 14 respondents (15.7%), strongly agreed and 43 respondents (48.3%) agreed and respectively that the entrepreneurship courses at FCE Ididep Ibiono have equipped them with practical skills to start their own business. Also, 15 respondents (16.9%) strongly agreed, and 19 respondents representing 21.3% agreed respectively that their lecturers use real-life case studies and examples that show them how to become self-employed. Additionally, 16 (18%) of the respondents strongly agreed, 24 respondents representing 27% agreed respectively that the entrepreneurship education they received has helped them understand how to identify and evaluate business opportunities. It further showed that 48 (53.9%) of the respondents strongly agreed, 19 respondents representing 21.3% agreed respectively that they have been taught how to prepare a basic business plan through their entrepreneurship classes. 16(18.0%) of the respondents strongly agreed and 47(52.8%) agreed respectively that the entrepreneurship curriculum at FCE Ididep Ibiono has made them more aware of the risks and rewards of self-employment.

Self-Employment Readiness

Table 3: Analysis of research constructs on Self-Employment Readiness

Research construct	SA	A	U	SD	D
I feel confident that I can start and run my own business immediately after graduating from FCE Ididep Ibiono.	13 (14.6%)	17(19.1%)	35(39.3%)	20(22.5%)	4 (4.5%)
I am willing to take the financial risks involved in starting my own business rather than seeking paid employment.	12(13.5%)	27(30.3%)	19 (21.3%)	20(22.5%)	11 (12.4%)
I already have a clear business idea that I intend to pursue after my studies at this college.	49 (55.1%)	13(14.6%)	13(14.6%)	8 (9.0%)	6 (6.7%)
I have the ability to mobilize resources (capital, people, materials) needed to start my own venture.	14 (15.7%)	50(56.2%)	11 (12.4%)	11 (12.4%)	3 (3.4%)
Given the current economic situation, I believe self-employment is a more realistic option for me than waiting for a salaried job.	16 (18.0%)	27(30.3%)	27(30.3%)	13 (14.6%)	6 (6.7%)

Source: Field Survey, 2026

Table above shows that out of 89 respondents, 13 respondents (14.6%), strongly agreed and 17 respondents (19.1%) agreed respectively that they feel confident that they can start and run their own business immediately after graduating from FCE Ididep Ibiono. Also, 12 respondents (13.5%) strongly agreed, and 27 respondents representing 30.3% agreed respectively that they are willing to take the financial risks involved in starting their own business rather than seeking paid employment. Additionally, 49 (55.1%) of the respondents strongly agreed, 13(14.6%) of the respondents agreed respectively that they already have a clear business idea that they intend to pursue after their studies at the college. It further showed that 14 (15.7%) of the respondents strongly agreed, 50(56.2%) of the respondents agreed respectively that they have the ability to mobilize resources (capital, people, materials) needed to start their own venture. 16(18.0%) of the respondents strongly agreed and 27(30.3%) of the respondents agreed respectively that given the current economic situation, I believe self-employment is a more realistic option for me than waiting for a salaried job.

4.2 Descriptive Statistics

Table 4: Descriptive Statistics

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	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Self-Employment Readiness	89	1.2	4.6	3.472	.7313	-1.194	.255	1.626	.506
Entrepreneurship Education	89	2.6	4.6	3.618	.4969	-.069	.255	-.532	.506
Valid N (listwise)	89								

As depicted on a compilation of descriptive data for the characteristics shown in the above Table, the mean and standard deviation scores were minimal indicating that the dataset were clustered below the mean translating to a desired outcome that the dataset has low level of variability. This indicates that entrepreneurship education and self-employment readiness was at low level leading to the mean score of 3.472.

4.3 Test of Research Hypothesis

Entrepreneurship education has no significant relationship on self-employment readiness among students of FCE Ididep Ibiono. The regression technique was performed to test the hypothesis.

Table 5: Regression Analysis Results
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.353a	.125	.114	.6882	1.641

a. Predictors: (Constant), Entrepreneurship Education

b. Dependent Variable: Self-Employment Readiness

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.860	1	5.860	12.375	.001b
	Residual	41.200	87	.474		
	Total	47.060	88			

a. Dependent Variable: Self-Employment Readiness

b. Predictors: (Constant), Entrepreneurship Education

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	1.593	.539		2.955	.004
	Entrepreneurship Education	.519	.148	.353	3.518	.001

a. Dependent Variable: Self-Employment Readiness

This hypothesis was tested using regression statistics and the results are presented in Table above. The test of the null hypothesis (H0) against the alternate hypothesis (H1) is that H0 is rejected if the calculated p- value is less than the p- value of 0.05. From Table 4.5, since the calculated p-value of 0.001 is less than the p-value of 0.05, the researcher rejected the null hypothesis and accepts the alternative hypothesis, which states that entrepreneurship education has a significant impact on self-employment readiness among students of FCE Ididep Ibiono. A coefficient of 0.519 implies that entrepreneurship education has positive impact on self-employment readiness among students of FCE Ididep Ibiono. By implication, 1% increase in entrepreneurship education causes 0.1% changes in self-employment readiness among students of FCE Ididep Ibiono.

4.4 Discussion of the Findings

The results showed that entrepreneurship education has a significant impact on self-employment readiness among students of FCE Ididep Ibiono. This finding is consistent with the finding of Aloba (2020) that vocational training correlated with self-employability. Entrepreneurship education significantly drives self-employment readiness among students at the Federal College of Education (FCE) Ididep, transforming prospective educators into empowered, job-creating professionals. The profound implications of this finding span multiple economic and educational spheres:

A significant positive impact on self-employment readiness means graduates from FCE Ididep are less dependent on scarce white-collar government jobs. By treating their education as a foundation for business incubation, these trained teachers can establish private educational services, such as specialized tutoring centers, early childhood care facilities, and vocational hubs. This directly combats national youth unemployment. When students receive targeted entrepreneurial training, they build a much stronger internal locus of control and improved entrepreneurial self-efficacy. This breeds the confidence required to transform innovative teaching concepts or commercial ideas into micro and small-level ventures. It instills a growth-oriented mindset that values calculated risk-taking and continuous iteration over passive job-seeking. This validation of entrepreneurship education justifies the institution's ongoing focus on functional, demand-driven training. It highlights the need for the college management to continuously upgrade its course modules—

ensuring theoretical Entrepreneurship Education Policy is perfectly paired with practical, hands-on business planning and mentoring. As an anchor institution in Ibiono Ibom, FCE Ididep is uniquely positioned to inject dynamic, financially literate professionals into the local economy. Graduates who embrace self-employment will eventually hire others, leading to wealth creation, expanded local markets, and a higher standard of living throughout the immediate community.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Findings

The investigation into the impact of entrepreneurship education on self-employment readiness at FCE Ididep Ibiono yielded findings that establish a clear and compelling narrative of positive transformation. The study confirmed a statistically significant and positive relationship between students' exposure to entrepreneurship education and their readiness to pursue self-employment upon graduation, indicating that the program is not merely theoretical but is effectively shaping career intentions. This impact extends beyond the acquisition of practical skills and significantly bolsters students' psychological capital, as the training cultivates a strong internal locus of control where students believe they are the architects of their own success and simultaneously enhances their entrepreneurial self-efficacy, giving them the confidence to navigate the risks and challenges of starting a business. Consequently, the findings indicate a paradigm shift in student mindset, moving them away from an over-reliance on scarce government jobs towards viewing their education as a platform for business incubation, particularly in the private education and vocational training sectors. The readiness of these graduates to start businesses holds immense potential for the local economy of Ibiono Ibom and beyond, as by becoming employers rather than employees, these trained professionals are positioned to create jobs, generate wealth, and stimulate local markets, thereby raising the community's standard of living and validating the institution's ongoing focus on functional, demand-driven training.

5.2. Conclusion

This study conclusively demonstrates that entrepreneurship education is a transformative tool with a significant positive impact on students' readiness for self-employment, affirming that FCE Ididep is effectively fulfilling a critical national mandate of equipping its graduates with the resilient, innovative, and proactive mindset necessary to thrive in a twenty-first-century economy. The journey of a graduate from FCE Ididep is no longer seen as a mere pursuit of a certificate but as an incubation phase for a future business leader, and by successfully fostering entrepreneurial self-efficacy and a job-creating orientation, the institution is actively contributing to the solution of the national youth unemployment crisis. The profound implications of this finding span multiple economic and educational spheres, as graduates are less dependent on scarce white-collar government jobs and can instead establish private educational services such as specialized tutoring centers, early childhood care facilities, and vocational hubs that combat national youth unemployment directly. Furthermore, the validation of this educational strategy provides a compelling case for its continuation and enhancement, highlighting the need for the college management to continuously upgrade its course modules to ensure theoretical entrepreneurship policy is perfectly paired with practical, hands-on business planning and mentoring, ultimately transforming prospective educators into empowered, job-creating professionals who can inject dynamic, financially literate energy into the local economy.

5.3. Recommendations

In light of the findings, it is recommended that:

- The college management and educators undertake a continuous enhancement of the curriculum to ensure a perfect blend of theory and practice, delivering the entrepreneurship education policy through experiential

learning methods such as business plan competitions, simulation exercises, and case studies of successful local entrepreneurs.

- A robust mentorship program should be formalized to connect students with successful alumni entrepreneurs and local business owners, as this practical guidance is essential for translating theoretical knowledge into actionable business ventures.
- The establishment of a dedicated innovation or incubation hub on campus by FCEI would provide students with a collaborative space to develop their business ideas, access resources, and receive seed funding support.
- For the government and policymakers, it is crucial to allocate more resources to support entrepreneurship programs in tertiary institutions, including funds for start-up loans and grants for graduating students with viable business plans, alongside implementing supportive fiscal and regulatory policies that ease the burden of starting and running a small business for young entrepreneurs.
- Students and future graduates are encouraged to actively engage with the curriculum, view challenges as opportunities, and leverage the training to build a future of self-reliance and wealth creation.
- Future research should conduct a follow-up study tracking the same cohort of graduates to measure the actual rate of venture creation and business success, thereby providing a more robust measure of the program's long-term effectiveness and its transformative power as an anchor institution in FCE Ididep.

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