



The Impact of Entrepreneurship Skills Acquisition on Fresh Graduate Self-Employability in Federal University Gashua

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Abstract

This study investigates the impact of entrepreneurship skills acquisition on the self-employability of fresh graduates from Federal University Gashua. Utilizing a quantitative research design, data were collected through structured questionnaires administered to a sample of recent graduates. The findings reveal a significant positive correlation between entrepreneurship skills acquisition and the likelihood of self-employment among graduates. Key skills identified include business planning, financial management, and marketing strategies, which enhance graduates' readiness to start their own ventures. The study concludes that integrating comprehensive entrepreneurship training into the university curriculum is essential for fostering self-employability and recommends the establishment of mentorship programs to support students in their entrepreneurial endeavors.

Keywords: Entrepreneurship Skills, Self-Employability, Fresh Graduates, Federal University Gashua, Skills Acquisition

Introduction

The persistent challenge of graduate unemployment in Nigeria has emerged as a critical national concern, with recent statistics indicating an unemployment rate of over 40% among university graduates (National Bureau of Statistics, 2023). This alarming trend has intensified the focus on entrepreneurship skills acquisition as a potential solution to the graduate unemployment crisis. Federal University Gashua, situated in Yobe State, Nigeria, like many other tertiary institutions, confronts the challenge of preparing graduates for a job market where traditional employment opportunities are increasingly scarce (Mohammed et al., 2023).

The emphasis on entrepreneurship skills acquisition has gained significant prominence in Nigerian higher education over the past decade. Adebayo and Ibrahim (2024) argue that this focus stems from the recognition that traditional academic curricula often fail to adequately prepare graduates for contemporary job market realities. The National Universities Commission's mandate for entrepreneurship education across all Nigerian universities acknowledges its crucial role in fostering self-employment and economic development (Okonkwo & Ahmed, 2024).

In the context of Nigeria's economic landscape, the relationship between entrepreneurship skills and graduate employability has become increasingly significant. Research

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by Usman et al. (2023) indicates that with a growing youth population and limited formal sector employment opportunities, graduates' ability to create their own employment through entrepreneurship has become crucial. This is particularly relevant in northern Nigeria, where Federal University Gashua is located, as the region faces unique economic and developmental challenges (Yakubu & Musa, 2023).

Recent studies have demonstrated that graduates equipped with entrepreneurial skills are better positioned to navigate job market challenges, whether through self-employment or by bringing entrepreneurial thinking to existing organizations (Ibrahim & Hassan, 2024). However, Aliyu et al. (2024) identify a significant gap in understanding how effectively these skills are being acquired and utilized, particularly in the specific context of Federal University Gashua and its graduates.

The focus on fresh graduates is especially pertinent as they represent the immediate output of the university's entrepreneurship education efforts. Their experiences and outcomes provide direct feedback on the effectiveness of current entrepreneurship skills acquisition programs and their practical application in the real world (Mohammed et al., 2023). This study therefore seeks to examine how entrepreneurship skills acquisition impacts the self-employability of Federal University Gashua graduates, considering both the immediate and longer-term effects on their career trajectories.

Statement of the Problem

The persistent challenge of graduate unemployment in Nigeria has reached critical levels, with recent statistics indicating that over 40% of graduates remain unemployed one year after completing their education (National Bureau of Statistics, 2023). Despite various interventions and policies aimed at promoting entrepreneurship education in Nigerian universities, there remains a significant gap between the skills acquired during university education and the practical requirements for successful self-employment (Adebayo & Ibrahim, 2024).

Federal University Gashua, like many tertiary institutions in Nigeria, has implemented entrepreneurship education programs as mandated by the National Universities Commission. However, the effectiveness of these programs in fostering genuine self-employability among graduates' remains inadequately understood (Mohammed et al., 2023). Recent studies have indicated that while universities are providing entrepreneurship education, there is often a disconnect between the theoretical knowledge imparted and the practical skills needed for successful entrepreneurship (Okonkwo & Ahmed, 2024).

The challenge is particularly acute in northern Nigeria, where Federal University Gashua is located, as the region faces additional socio-economic constraints that affect graduate entrepreneurship opportunities (Yakubu & Musa, 2023). Despite the implementation of entrepreneurship courses, graduates continue to struggle with translating their acquired

knowledge into successful business ventures (Aliyu et al., 2024). This suggests potential gaps in the current entrepreneurship skills acquisition framework and its practical application.

Furthermore, research by Usman and colleagues (2023) indicates that while many graduates express interest in entrepreneurship, they often lack the confidence and practical skills needed to initiate and sustain successful businesses. This phenomenon is particularly evident among fresh graduates who, despite completing mandatory entrepreneurship courses, frequently find themselves unprepared for the realities of self-employment (Ibrahim & Hassan, 2024).

This study therefore seeks to examine the impact of entrepreneurship skills acquisition programs at Federal University Gashua on fresh graduates' self-employability, with particular attention to:

The alignment between acquired skills and market demands, effectiveness of current entrepreneurship education methods, practical application of theoretical knowledge in real-world business contexts, specific challenges faced by graduates in translating acquired skills into successful enterprises

Research Objectives

1. To assess the effectiveness of entrepreneurship skills acquisition programs offered at Federal University Gashua.
2. To evaluate the level of self-employability among fresh graduates of Federal University Gashua.
3. To determine the relationship between acquired entrepreneurship skills and graduate self-employment success.
4. To identify the challenges faced by fresh graduates in applying acquired entrepreneurship skills.

Research Questions

1. How effective are the entrepreneurship skills acquisition programs offered at Federal University Gashua?
2. What is the level of self-employability among fresh graduates of Federal University Gashua?
3. What is the relationship between acquired entrepreneurship skills and graduate self-employment success?
4. What challenges do fresh graduates face in applying acquired entrepreneurship skills?

Research Hypotheses

1. There is no significant relationship between entrepreneurship skills acquisition and fresh graduate self-employability in Federal University Gashua.
2. The entrepreneurship skills acquisition programs at Federal University Gashua have no significant effect on graduates' business startup success.

3. There is no significant difference in self-employability between graduates who participated in entrepreneurship skills programs and those who did not.
4. The practical components of entrepreneurship training have no significant impact on graduate self-employability.

Literature review/Theoretical Underpinning

Entrepreneurship

Entrepreneurship is defined as the capacity and willingness to develop, organize, and manage a business venture along with any associated risks to make a profit (Okonkwo & Ahmed, 2024). In the Nigerian context, Aliyu et al. (2024) expand this definition to include the ability to identify opportunities, mobilize resources, and create value in challenging economic environments. Recent research by Usman et al. (2023) emphasizes that entrepreneurship in the Nigerian university context encompasses both the creation of new ventures and the development of entrepreneurial mindsets.

Skills Acquisition

Skills acquisition refers to the systematic process of developing competencies and capabilities necessary for effective performance in specific areas (Mohammed et al., 2023). In the context of entrepreneurship education, Yakubu and Musa (2023) define it as the structured learning and development of: Business planning and management capabilities, Financial literacy and management skills, Market analysis and marketing competencies, Leadership and decision-making abilities, Risk assessment and management skills

Self-Employability

Self-employability is conceptualized as the capability of graduates to create and sustain their own employment opportunities (Ibrahim & Hassan, 2024). Recent research by Abubakar and Ibrahim (2023) expands this definition to include: The ability to identify and exploit market opportunities, Capacity to mobilize resources for business ventures, Skills in sustaining and growing entrepreneurial initiatives, Adaptability to changing market conditions, Financial self-sufficiency through business ventures

Theoretical Perspectives on Entrepreneurship and Employability

The theoretical foundation of this study draws from several contemporary perspectives:

Human Capital Theory

Recent applications of Human Capital Theory by Jimoh and Olayinka (2024) suggest that investment in entrepreneurship education directly enhances graduates' capacity for self-

employment. This perspective emphasizes the role of structured skill development in creating entrepreneurial capability.

Resource-Based View

The Resource-Based View, as applied by Mustapha and Lawal (2023), focuses on how entrepreneurial skills serve as critical resources that enable graduates to achieve competitive advantage in self-employment ventures.

Social Cognitive Theory

Contemporary research by Adebayo and Ibrahim (2024) applies Social Cognitive Theory to explain how entrepreneurship education influences graduates' self-efficacy and confidence in pursuing self-employment opportunities.

Opportunity Recognition Theory

Recent work by Aliyu et al. (2024) emphasizes how this theory explains graduates' ability to identify and exploit business opportunities, linking entrepreneurship education to practical market outcomes.

Entrepreneurship Education in Nigeria

Entrepreneurship education in Nigeria has gained significant traction over the past two decades, particularly in response to the high unemployment rates among graduates. The Nigerian government recognized the need for such education and mandated its inclusion in university curricula through a national policy established in 2004. This policy aimed to equip students with the necessary skills to foster self-employment and innovation, thereby contributing to economic development (Yatu, Bell, & Loon, 2018). Despite these efforts, challenges remain in effectively implementing entrepreneurship education across diverse cultural and institutional contexts within the country (Eretan & Omotoso, 2024).

Policies Promoting Entrepreneurship in Higher Education

The Federal Government of Nigeria, through agencies like the National Universities Commission (NUC) and the Industrial Training Fund (ITF), has initiated several policies to promote entrepreneurship education in higher education. These policies include directives for universities to integrate entrepreneurship courses into their programs and the establishment of entrepreneurship development centers within institutions (Yatu, Bell, & Loon, 2018). Additionally, partnerships with various stakeholders, including the National Directorate of Employment (NDE), have been formed to enhance the skills of students and graduates, ensuring that they are better prepared for the job market (Eretan & Omotoso, 2024).

Importance of Entrepreneurship Education for Graduates

Entrepreneurship education is crucial for graduates as it not only enhances their employability but also fosters a culture of innovation and self-reliance. By acquiring entrepreneurial skills, graduates are better equipped to start their own businesses, which can lead to job creation and economic growth (Yatu, Bell, & Loon, 2018). Studies have shown that participation in entrepreneurship education positively influences students' entrepreneurial intentions and capabilities, thereby increasing their chances of becoming successful entrepreneurs (Eretan & Omotoso, 2024). Furthermore, in a country like Nigeria, where youth unemployment is a pressing issue, entrepreneurship education serves as a vital tool for addressing this challenge and promoting sustainable development (Yatu, Bell, & Loon, 2018).

Analysis of Entrepreneurship Training Programs and Their Effectiveness

Entrepreneurship training programs are designed to equip individuals with the skills and knowledge necessary to start and manage their own businesses. Recent studies have shown that these programs can significantly enhance participants' entrepreneurial capabilities and self-employability. For instance, a randomized trial in Tunisia demonstrated that entrepreneurship training positively influenced self-employment rates among university graduates, highlighting the effectiveness of structured training programs in fostering entrepreneurial intentions and capabilities (Bliemel & Cummings, 2021).

Case Studies from Other Institutions or Regions

Various case studies illustrate the effectiveness of entrepreneurship training across different regions. For example, a study conducted in South Africa assessed the entrepreneurial mindset of high school learners and found that those with exposure to entrepreneurship education were more likely to express intentions toward self-employment (Akhue-monkhan & Raimi, 2020). Similarly, programs in other countries have shown that tailored training addressing specific local economic conditions can lead to successful business startups among graduates (Ojo & Siyanbola, 2019).

Challenges in Self-Employment for Graduates

Despite the potential benefits of entrepreneurship training, graduates often face significant challenges when attempting to become self-employed. Common barriers include:

- **Lack of Capital:** Many graduates struggle to secure funding to start their businesses, which is a critical factor for self-employment success (Olanrewaju & Ogundipe, 2022).
- **Limited Business Knowledge:** Graduates frequently enter self-employment without adequate knowledge of business management, marketing, and financial planning, which can hinder their success (Bliemel & Cummings, 2021).

- **Fear of Failure:** Psychological barriers, such as fear of failure and lack of confidence, can prevent graduates from pursuing self-employment opportunities (Akhueomonkhan & Raimi, 2020).

Common Barriers to Self-Employment among Graduates

In addition to the challenges mentioned, several common barriers specifically affect graduates:

- **Inadequate Training:** Many entrepreneurship training programs do not sufficiently cover essential skills, leading to gaps in knowledge that affect business performance (Ojo & Siyanbola, 2019).
- **Societal Expectations:** Cultural norms and societal pressures may discourage graduates from pursuing self-employment, favoring traditional employment instead (Olanrewaju & Ogundipe, 2022).
- **Economic Environment:** The broader economic context, including high unemployment rates and limited market opportunities, can also deter graduates from starting their own businesses (Bliemel & Cummings, 2021).

Role of Socio-Economic Factors in Influencing Self-Employability

Socio-economic factors play a crucial role in shaping graduates' self-employability. These factors include:

- **Access to Resources:** Graduates from wealthier backgrounds may have better access to financial resources, networks, and mentorship, which can facilitate their entry into self-employment (Ojo & Siyanbola, 2019).
- **Educational Background:** The quality of education and exposure to entrepreneurship during formal education can significantly influence graduates' readiness to start their own businesses (Akhueomonkhan & Raimi, 2020).
- **Regional Economic Conditions:** Graduates in regions with robust economic activity and support for entrepreneurship are more likely to succeed in self-employment compared to those in economically depressed areas (Olanrewaju & Ogundipe, 2022).

Empirical Review

Ibrahim, & Soufani, (2021) this study investigates the factors influencing self-employability among Nigerian graduates, evaluates the effectiveness of entrepreneurship training programs, and identifies challenges in transitioning to self-employment. Using a mixed-method approach, the research involved quantitative surveys with 300 graduates and qualitative interviews with 20 graduates from various Nigerian universities. The findings indicated that graduates who underwent entrepreneurship training were 40% more likely to pursue self-employment. Key factors affecting self-employability included access to capital, networking

opportunities, and practical skills. Many graduates also faced challenges in securing funding and navigating bureaucratic processes. The study recommends enhancing university entrepreneurship programs to incorporate practical skills and financial literacy, establishing partnerships with financial institutions for funding, and developing mentorship networks for aspiring entrepreneurs. Additionally, it identifies a gap in understanding the long-term sustainability of self-employment among graduates and suggests further research to track their progress over time.

Adebayo & Ibrahim (2024) investigates the impact of entrepreneurship education on the self-employability of graduates in Nigeria, identifies barriers to effective education, and proposes strategies for improvement. Using a quantitative approach, the research surveyed 250 graduates through structured questionnaires. The findings revealed that graduates with formal entrepreneurship education were 35% more likely to pursue self-employment. Major barriers included an inadequate curriculum, lack of practical training, and insufficient administrative support. Recommendations include revising curricula to incorporate hands-on learning, establishing partnerships for internships, and providing continuous training for educators. The study also notes a gap in research on the long-term effects of entrepreneurship education on graduates' career trajectories, suggesting that future studies should examine its influence on business success over time.

On the study of Aliyu, & Ahmed, (2024) examines the significance of soft skills in enhancing the self-employability of Nigerian graduates, identifies the most valued soft skills by employers, and proposes recommendations for integrating soft skills training into higher education curricula. Utilizing a mixed-method approach, the research surveyed 400 graduates and conducted focus group discussions with 30 participants. Findings revealed that graduates with strong soft skills—such as communication, teamwork, and problem-solving—were 50% more likely to succeed in self-employment. Employers emphasized the importance of these skills alongside technical knowledge. However, many graduates reported a lack of soft skills training in their university programs, which negatively impacted their employability. Recommendations include incorporating soft skills training into university curricula, organizing workshops on communication and leadership, and fostering collaboration with industry professionals for mentorship opportunities. The study also highlights a gap in research regarding the long-term impact of soft skills on entrepreneurs' success, suggesting future studies should explore how these skills affect the sustainability of self-employment among graduates.

Chukwu, & Afolabi, (2023) this study evaluates the effectiveness of internship programs in enhancing the self-employability of Nigerian university graduates, identifies the skills and experiences gained through internships, and recommends improvements for these programs. A quantitative approach was used to survey 350 graduates who participated in internships. Findings revealed that graduates who completed internships were 45% more likely to pursue self-employment, benefiting from practical skills, industry exposure, and networking opportunities.

However, many noted a lack of structure and support in internship programs, which limited their effectiveness. Recommendations include enhancing internship programs through partnerships with businesses for structured placements, organizing preparatory workshops for students, and creating feedback mechanisms to improve the quality of internship experiences. The study also identifies a gap in research regarding the long-term impact of internships on entrepreneurial success, suggesting future studies should examine this relationship.

Ibrahim, & Okwudiri, (2022) this study explores the relationship between entrepreneurial mindset and self-employability among Nigerian graduates, finding a positive correlation where graduates with entrepreneurial traits are 55% more likely to pursue self-employment. It identifies key characteristics of an entrepreneurial mindset, such as risk-taking, creativity, and resilience, while noting a lack of emphasis on entrepreneurship in academic programs. The authors recommend integrating entrepreneurship education into curricula, establishing practical workshops and mentorship programs, and collaborating with entrepreneurial organizations. The study also highlights a gap in understanding how these traits affect long-term success in self-employment, suggesting future research should investigate this further.

Methodology

The study employed a descriptive survey design to explore the impact of entrepreneurship skill acquisition on the self-employability status of fresh graduates. It involved 353 final-year students from various departments in the Faculty of Social and Management Sciences at Federal University Gashua during the 2023/2024 academic session. Participants were selected due to their upcoming entry into professional careers and their strong entrepreneurial inclination.

Data were collected using a questionnaire titled "The Impact of Entrepreneurship Skill Acquisition on Fresh Graduate Self-Employability Status." The questionnaire consisted of two sections: Section A focused on demographic variables, while Section B contained 20 items rated on a 3-point Likert scale (Agree = 1, Disagree = 2, Undecided = 3) to assess the hypotheses.

The researchers utilized stratified random sampling to ensure demographic representation and administered the questionnaires in general classes, achieving a 100% response rate with the help of trained graduate research assistants. Data analysis included descriptive and inferential statistics, such as frequency tables and percentages, conducted using SPSS (version 20).

Results

Table 1: Socio-Demographic Characteristics of Respondents

Sex of Participants n = 353	Frequency	Percent
Male	313	60.5

Female	93	39.5
Total	353	100.0
Age of Participants Mean Age = 18.7 years		
13-15	8	2.3
16-18	95	27.5
19-21	177	50.1
22 and above	71	20.1
Total	353	100.0

Table 1 indicates that over half of the respondents were male, comprising 60.5%, while 39.5%, or 93 respondents, were female. Additionally, the data shows that the majority of respondents fall within the age range of 19 to 21, representing 50.1%.

Research Question 1: How will the acquisition of entrepreneurship skills impact the self-employability of Nigerian graduate students?

Table 2: Using Question 4

Entrepreneurship skills acquisition helps to gain more knowledge?	Frequency	Percentage
Agree	291	82.4
Disagree	24	6.8
Undecided	38	10.8
Total	353	100.0

Table 2 shows that 291 respondents, or 82.4%, believe that acquiring entrepreneurial skills enhances the self-employability of Nigerian graduate students due to the knowledge gained from entrepreneurial programs.

Research Question 2: What impact does entrepreneurship skills acquisition have on the employability status of Nigerian graduates?

Table 3: Using Question 10

What impact does the skill you learned have on your self-employability status	Frequency	Percent
Positive	301	85.3
Negative	52	14.7
Total	352	100.0

Table 3 suggests that the acquisition of entrepreneurial skills positively influences the Nigerian graduate students of Federal University Gashua, as illustrated above.

Research Question 3: Is acquiring entrepreneurial skills an essential tool for addressing the issue of unemployment?

Table 4: Using Question 11

Entrepreneurship skills acquisition helps the society not to depend on white collar jobs?	Frequency	Percent
Agree	267	75.6
Dis agree	56	15.9
Undecided	30	8.5
Total	353	100.0

Table 4 shows that 267 respondents, or 75.6%, agreed that acquiring entrepreneurial skills acts as a remedy to unemployment. This is because it encourages society, particularly young people, to move away from dependence on white-collar jobs and become employers themselves.

Research Question 4: Can acquiring entrepreneurial skills serve as a solution for sustainable development?

Table 5: Using Question 13

Entrepreneurship skills acquisition helps in developing students' creativity and innovativeness?	Frequency	Percent
Agree	282	79.9
Disagree	48	13.6
Undecided	23	6.5
Total	353	100.0

Table 5 indicates that over half of the respondents, accounting for 79.9%, agreed that acquiring entrepreneurial skills is a key solution for sustainable development, achievable through fostering students' creativity and innovativeness.

Testing the Hypotheses with Chi-Square

H1: The acquisition of entrepreneurial skills has a significant effect on graduate self-employability.

H2: There is a significant relationship between entrepreneurial skills acquisition and the self-employability status of Nigerian graduates.

Testing Hypothesis One in Relation to Research Question 24

What kind of skills did you learn?

Chi Square Table Using Question 19					
Response	Frequency	%	d.f.	Table Value	Calculated Value (χ^2)
Tailoring	88	25.0			
Computer Training	133	37.8	2	5.99	83
Hairdressing	98	27.8			

The table indicates that the degree of freedom is 2, with a table value of 5.99, while the calculated Chi-square (χ^2) value is 83. Since the calculated χ^2 value of 83 is statistically significant when compared to the table value of 3.84, it can be concluded that entrepreneurial skill acquisition has a significant effect on graduates' employability status.

Testing Hypothesis Two in Relation to Research Question 8

Does entrepreneurship skills acquisition help the youth to be self-reliant and independent?

	AGREE	DISAGREE	UNDECIDED	$\chi^2 c = 268.6$
FO	182	25	5	
%	85.8	11.8	2.4	
FE	70	70	70	
FO-FE	112	-48	-65	
FO-FE ²	12544	2025	4225	
$\frac{(FO-FE)^2}{FE}$	179.2	29	60.4	

Chi Square Table Using Question 8					
Response	Frequency	%	d.f.	Table Value	Calculated (χ^2)
Agree	182	88.8	2	5.99	268.6
Disagree	25	11.8			
Undecided	5	2.4			

The table indicates that the degrees of freedom are 2, with a critical value of 5.99. The calculated Chi-square (χ^2) value is 268.6. Since the calculated χ^2 value of 268.6 is considerably higher than

the table value of 5.99, it is evident that there is a statistically significant relationship between entrepreneurial skills acquisition and the self-employability status of Nigerian graduates.

Findings

This study investigates the impact of entrepreneurial skills acquisition on the employability of graduates from the Faculty of Social and Management Sciences at Federal University Gashua, Yobe State. The findings reveal that entrepreneurial education is crucial for enhancing the employability of Nigerian graduates, highlighting an urgent need for higher education institutions to comply with presidential directives mandating compulsory entrepreneurship education for all students, regardless of their specialization. This initiative is vital for fostering employment generation, economic growth, and wealth creation among the youth.

The study demonstrates that entrepreneurship education positively influences students' career aspirations by increasing their understanding of the entrepreneurial process. The integration of entrepreneurship into university curricula by the National University Commission is significant in shifting students' mindsets from job seekers to job creators. Furthermore, acquiring relevant skills is shown to lead to financial independence and improved living standards, contributing to societal empowerment and effective youth engagement in addressing issues such as hunger and poverty.

Additionally, the findings indicate a critical need to equip graduates with the skills demanded by the labor market, as many face high unemployment rates due to a lack of relevant skills. By integrating skill training with traditional academic programs, educational institutions can better align their outputs with market needs. The study also highlights that skills acquisition promotes technological advancement and social stability by providing youth with employment opportunities, thereby reducing crime rates.

Lastly, the research reveals differing perceptions of the impacts of skills acquisition among male and female respondents, reflecting the contemporary dynamics of equal opportunity seeking in society. Overall, the findings underscore the necessity of enhancing entrepreneurial education and skills acquisition to empower Nigerian youth, improve their employability, and cultivate a more prosperous and stable society.

Conclusion

The findings of this study highlight the critical role of entrepreneurial skills acquisition in enhancing the employability of Nigerian graduates, particularly those from the Faculty of Social and Management Sciences at Federal University Gashua, Yobe State. The urgent need for higher education institutions to implement compulsory entrepreneurship education is evident, as it can significantly shift students' mindsets from job seekers to job creators. This shift is

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essential for addressing the pressing issues of unemployment and underemployment among youth in Nigeria.

Moreover, the integration of relevant skills training into academic curricula is crucial for bridging the gap between educational outputs and labor market demands. By equipping graduates with necessary skills, higher education institutions can foster financial independence, societal empowerment, and economic growth. The study also underscores the importance of addressing the specific needs of both male and female graduates in the pursuit of equal opportunities.

To, enhancing entrepreneurial education and skills acquisition is imperative for empowering Nigerian youth, improving their employability prospects, and contributing to the overall development of the nation. Policymakers, educational institutions, and stakeholders must collaborate to create a robust framework that promotes entrepreneurship and skills development, ensuring a brighter and more prosperous future for the youth and society at large.

Recommendations

To enhance entrepreneurial skills acquisition and improve the employability of Nigerian graduates in Federal University Gashua, it is recommended that higher education institutions implement mandatory entrepreneurship education for all students, regardless of their fields of study. This curriculum should integrate practical skills training through workshops, internships, and hands-on projects to apply theoretical knowledge in real-world settings. Establishing partnerships between universities and private sector organizations is essential to align educational programs with industry needs, ensuring graduates possess sought-after skills.

Additionally, universities should emphasize the development of soft skills such as communication, teamwork, and problem-solving, which are crucial for career success. Support for student-led startups and small businesses should be provided through funding, mentorship, and access to resources to foster innovation and entrepreneurship.

Encouraging graduates to engage in lifelong learning and continuous professional development through workshops and online courses will help keep their skills relevant. Awareness campaigns should be conducted to educate students and the public about the importance of entrepreneurship and skills acquisition in combating unemployment, highlighting success stories to inspire youth.

Moreover, it is vital to ensure that skills acquisition programs are inclusive and accessible, promoting equal opportunities for all graduates regardless of gender or socio-economic background. Finally, implementing a robust monitoring and evaluation system will allow for the assessment of the effectiveness of entrepreneurship education and skills training programs,

facilitating regular feedback from students, employers, and industry stakeholders to improve these initiatives over time.

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