
The Influence of Entrepreneurship Education on the Employability and Job Prospects of Jigawa State College of Education (JSCOE), Gumel NCE Graduates

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Abstract

This study investigates the impact of entrepreneurship education on the employability and job prospects of Nigeria Certificate in Education (NCE) graduates from Jigawa State College of Education, Gumel. Drawing on data from 198 graduates, the research explores the relationship between entrepreneurial training and employment outcomes, with a focus on self-employment as an alternative to traditional career paths. Findings reveal a high employment rate (78.28%) among respondents, with nearly half (48.39%) engaged in self-employment, indicating the effectiveness of entrepreneurship education in fostering entrepreneurial mindsets. Key skills developed through the program include critical thinking (76.77%) and communication skills (68.18%), while challenges such as lack of mentorship (93.94%) and funding (89.90%) hinder entrepreneurial success. The study highlights the need for enhanced practical training, mentorship, and curriculum updates to address gaps in areas like digital marketing and financial risk management. By aligning educational outcomes with market demands, this research underscores the potential of entrepreneurship education to reduce unemployment and drive sustainable economic growth.

Keywords: *Entrepreneurship education, graduate employability, self-employment, skill development, Jigawa state.*

Introduction

The rising unemployment rate among graduates in Nigeria, particularly holders of the Nigeria Certificate in Education (NCE), represents a significant socioeconomic challenge. This situation undermines individual well-being and hampers national economic development (National Bureau of Statistics (NBS), 2023; Global Entrepreneurship Monitor (GEM), Nigeria Report, 2022). Traditional labor markets are saturated, leaving many graduates unable to secure employment in their chosen fields (Africa Development Bank (AfDB), 2021). Against this backdrop, equipping NCE graduates with skills for self-employment through entrepreneurship education has emerged as a potential solution.

Entrepreneurship education is widely regarded as an essential tool for addressing unemployment. By fostering the knowledge, skills, and attitudes required to identify and exploit business opportunities, it empowers graduates to create jobs and contribute to economic growth (Federal Ministry of Education, Nigeria, 2023). While prior research highlights a positive link between entrepreneurship education and employability (Akinyemi & Adeyemi, 2020; Balogun & Aliu, 2019), gaps remain in understanding its specific effects on NCE graduates. The practical outcomes of entrepreneurship education, particularly in contexts like Nigeria, remain underexplored, underscoring the need for this study.

The study focuses on Jigawa State College of Education (JSCOE), Gumel, aiming to evaluate the influence of entrepreneurship education on the employability and job prospects of its NCE graduates. By addressing a critical knowledge gap, this research contributes to ongoing efforts to enhance graduate employability and foster economic sustainability.

Jigawa State College of Education, Gumel, provides an ideal setting for this investigation due to its role in producing a significant number of NCE graduates facing unemployment challenges. Understanding the outcomes of entrepreneurship education within this context offers valuable insights for policymakers, educators, and stakeholders. This research not only seeks to address gaps in academic literature but also aims to inform the design of targeted interventions to enhance the employability and entrepreneurial capabilities of graduates. Ultimately, such efforts can contribute to reducing unemployment and fostering economic growth in Nigeria.

Research Objectives

The study is guided by the following objectives:

1. To examine the impact of entrepreneurship education on the skill development of NCE graduates.
2. To investigate the correlation between entrepreneurship education and the employability of NCE graduates.
3. To analyze entrepreneurial activities and ventures initiated by NCE graduates post-education.

Structure of the Article

The research begins with introduction and a brief literature review to explore key themes, including the concept of entrepreneurship education, its relationship with employability, and its application in Nigeria. The methodology section outlines the research design, data collection, and analysis. The results and discussion sections present and interpret the findings, with a focus on their implications for NCE graduates. The conclusion highlights the study's contributions, limitations, and recommendations for future research.

Concept of Entrepreneurship Education

Entrepreneurship education is a structured learning process designed to instill the skills, knowledge, and mindset essential for entrepreneurial success. Unlike traditional business education, it emphasizes innovation, opportunity recognition, and the practical application of business principles, fostering an entrepreneurial culture that encourages initiative and value creation (Mohammed & Baburo, 2014; Igbongidi, 2022; Gazi et al., 2024).

Key Aspects of Entrepreneurship Education

Entrepreneurship education encompasses several interrelated elements that collectively contribute to its transformative impact:

1. Skills and Competencies:

The development of specific and general skills is central to entrepreneurship education. Specific competencies include problem-solving, risk-taking, strategic thinking, and opportunity recognition, while general skills encompass communication, leadership, teamwork, and adaptability (Ubogu, 2020; Fulgence, 2015; Rae, 2007). These abilities equip individuals to navigate the complexities of entrepreneurial and professional environments effectively.

2. Knowledge:

Entrepreneurship education provides a foundational understanding of core business principles, such as business planning, financial management, and marketing. Additionally, it introduces learners to the broader economic and social contexts in which businesses operate, enabling them to make informed decisions and adapt to market dynamics (Bakar, Islam, & Lee, 2014).

3. Mindset and Attitude:

A pivotal goal of entrepreneurship education is cultivating an entrepreneurial mindset. This includes fostering creativity, innovation, proactiveness, and a willingness to take calculated risks. Beyond skills, it instills values like self-reliance, independence, and ethical business practices, shaping individuals into responsible and innovative contributors to society (Igbongidi, 2022; Nwosu & Chukwudi, 2018).

4. Practical Application:

Practical, hands-on learning is a hallmark of effective entrepreneurship education. Simulations, projects, and engagements with established entrepreneurs bridge the gap between theory and practice, equipping learners with real-world experience in starting and managing ventures (Nwosu & Chukwudi, 2018).

5. Beyond Business Creation:

Entrepreneurship education transcends the goal of business creation. It also develops problem-solving skills applicable to personal, professional, and societal challenges. This enterprising approach encourages individuals to recognize opportunities and take decisive actions in various contexts (Nwosu & Chukwudi, 2018).

Definitions of Entrepreneurship Education

Scholars and practitioners define entrepreneurship education in diverse yet complementary ways:

- A systematic training process that equips individuals with life skills to make a positive societal impact (Ubogu, 2020).
- An educator-led intervention to impart entrepreneurial qualities for business survival (Mohammed & Baburo, 2014).
- The structured transfer of knowledge, skills, and mindset essential for starting and growing ventures (Mohammed & Baburo, 2014).
- An educational framework aimed at preparing youths to be self-reliant by fostering entrepreneurial abilities (Nwosu & Chukwudi, 2018).
- The process of equipping individuals with the skills to seize opportunities and create new ventures (Bakar, Islam, & Lee, 2014).

Objectives of Entrepreneurship Education

Entrepreneurship education aims to achieve these objectives as put forward by ((Igbongidi, 2022; Nwosu & Chukwudi, 2018; Fulgence, 2015):

- Equip youths with functional education for self-employment and self-reliance.
- Train graduates to be creative and innovative in identifying and leveraging business opportunities.
- Serve as a catalyst for economic growth and societal development.
- Foster entrepreneurial tendencies and inspire interest in business ventures
- Cultivate an entrepreneurial spirit and culture.
- Provide students with the skills necessary for starting and sustaining successful businesses.

The Scope of Entrepreneurship Education

According to Bakar, Islam, & Lee, (2014) and Nwosu & Chukwudi (2018) Entrepreneurship education is broad in scope and application:

- It is relevant across disciplines, not confined to business schools.
- It spans all educational levels, from elementary to higher education.
- It develops skills that are transferable across careers and industries.
- It enables individuals to perceive obstacles as opportunities, fostering innovative problem-solving

The Role of Entrepreneurship Education in Enhancing Employability

Entrepreneurship education is increasingly recognized as a critical factor in addressing global employability challenges. Evidence suggests it plays an essential role in equipping individuals with skills for the dynamic job market, fostering self-employment, and contributing to societal economic development.

A growing body of literature highlights the importance of entrepreneurship education in cultivating both general and specific employability skills. General competencies such as critical thinking, problem-solving, teamwork, leadership, and self-efficacy form the cornerstone of employability (Rae, 2007; Jackson, 2014). Simultaneously, specific skills like

effective communication, ICT proficiency, financial literacy, and time management enhance workplace readiness (Gazi et al., 2024; Hamdani et al., 2024). These skills empower graduates to adapt to diverse roles and industries, contributing to career flexibility and resilience (Nabi et al., 2017).

Recent developments in entrepreneurship education have heightened the need for experiential learning, which bridges theoretical knowledge and practical applications. Experiential approaches, including business simulations and project-based learning, provide students with critical insights into real-world business operations, enhancing their problem-solving abilities and entrepreneurial mindset (Ubogu, 2020).

Data from various studies suggest that entrepreneurship education develops transferable skills that align with employer expectations across industries (Yang Liu, 2011). Traits such as creativity, resilience, and innovation foster adaptability in the ever-evolving job market. By raising awareness of self-employment as a viable career option, entrepreneurship education broadens professional horizons and encourages graduates to explore entrepreneurial ventures as an alternative to traditional employment pathways (Fulgence, 2015).

Challenges of Entrepreneurship Education

Entrepreneurship education holds immense potential for enhancing employability and fostering economic development. However, it is plagued by numerous challenges that impact its design, implementation, and outcomes (Ubogu, 2020; Sofoluwe, Shokunbi, Raimi & Ajewole, 2013; Akinyemi & Adeyemi, 2020; Adeyemo, 2017). These challenges can be grouped into key categories for clarity and coherence:

1. Curriculum and Content Issues:

Entrepreneurship education often struggles with an imbalance between theory and practice, as many programs prioritize theoretical knowledge over practical, hands-on experience. This disconnect hampers students' ability to apply their learning in real-world contexts. Additionally, outdated curricula fail to align with current market needs and technological advancements, leaving graduates underprepared for modern workplace demands. The lack of emphasis on real-life skills further limits students' capacity to contribute meaningfully to society. Moreover, there is frequently a mismatch between program content and the skills required for effective job creation, undermining the overall impact of entrepreneurship education. Finally, an overemphasis on drafting business plans, often within large group settings, is insufficient for fostering entrepreneurial competencies.

2. Instructor and Faculty Issues:

The effectiveness of entrepreneurship education is often hindered by a shortage of competent lecturers with practical entrepreneurial experience. Many instructors come from traditional academic backgrounds, lacking the entrepreneurial acumen necessary to deliver impactful lessons. This challenge is compounded by the limited number of qualified educators specializing in entrepreneurship. Engaging practitioners and industry stakeholders in teaching can help bridge this gap, fostering a stronger connection between academic instruction and real-world entrepreneurial practices.

3. Resource and Infrastructure Deficiencies:

Entrepreneurship education often suffers from inadequate facilities and equipment, limiting opportunities for practical, experiential learning. The lack of funding further exacerbates the issue, impeding the effective implementation of curricula and the provision of essential teaching tools. Additionally, both individual and institutional

resource shortages hinder the adoption of experiential learning methodologies, compromising the quality and impact of entrepreneurship programs.

4. Systemic and Perceptual Issues:

Entrepreneurship education is often hindered by systemic and perceptual challenges. Institutions frequently adopt a quick-fix approach, neglecting to define clear objectives and philosophies. Misconceptions about entrepreneurship, such as viewing it as an innate ability rather than a learned skill, further weaken its impact. Negative perceptions, including the belief that it is for less academically inclined students, diminish its appeal. Additionally, the lack of formal recognition for apprenticeship certificates and the inconsistent integration of entrepreneurship into core curricula limit its effectiveness and accessibility.

5. Implementation and Delivery Challenges:

Entrepreneurship education faces significant implementation and delivery challenges that limit its impact. Poor curriculum execution often undermines educational goals, while the delayed introduction of such programs in some regions restricts their societal and economic benefits. Many programs lack reflective activities, which are vital for fostering deeper learning. An overemphasis on theory, combined with insufficient experiential learning opportunities, further hampers skill development. Additionally, the absence of specialized teaching methods tailored to entrepreneurship and the lack of research support or industry linkages weaken program outcomes and their relevance to real-world applications.

METHODOLOGY

This study employed a descriptive survey design to investigate the influence of entrepreneurship education on the employability and job prospects of JSCOE, Gumel NCE graduates. A population of JSCOE, Gumel NCE graduates from 2015-2023 were considered with 198 graduates participating in the research. Data were collected using a structured questionnaire, which included questions about employment status, entrepreneurial activities, perceptions of entrepreneurship education (quality, practicality), and challenges faced. Data analysis primarily involved descriptive statistics (frequencies, percentages, means, and standard deviations).

DATA PRESENTATION AND ANALYSIS

Table 1: Distribution of the Respondents by year of Graduation

Year	Frequency	Percentage (%)
2015/2016	30	15.15%
2017/2018	32	16.16%
2019/2020	76	38.38%
2021/2022	38	19.19%
2023	22	11.11%
Total	198	100%

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

From Table 1, we can observe that the majority of graduates (38.38%) completed their studies in the year 2019/2020. This is followed by 19.19% who graduated in 2021/2022 and 16.16% in 2017/2018. The smallest percentage of graduates (11.11%) is from the most recent year, 2023.

Table 2: Distribution of the Respondents by Current Employment Status

Employment Status	Frequency	Percentage (%)
Yes	155	78.28%
No	43	21.72%
Total	198	100%

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 2 indicates that a significant majority (78.28%) of respondents are currently employed, while 21.72% are not. This shows a high employment rate among the surveyed individuals.

Table 3: Distribution of the Respondents based on Type of Employment (for those employed)

Type of Employment	Frequency	Percentage (%)
Formal employment	33	21.29%
Self-employed	75	48.39%
Non-occupation/Irrigation farming	47	30.33%
Total Employed	155	100%

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 3 shows that among the employed respondents, nearly half (48.39%) are self-employed, according to Table 3. Formal employment accounts for 21.29%, and 24.52% are engaged in non-occupation or irrigation farming. A small portion (5.81%) did not respond to this question.

Table 4: Formal Entrepreneurship Education

Response	Frequency	Percentage (%)	Mean	Standard Deviation
Yes	169	88%	96.00	103.59
No	23	12%	11.50	2.87
Total	192	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 4 shows that a large majority, 88% of respondents, received formal entrepreneurship education, while only 12% did not.

Table 5: Quality of Entrepreneurship Education

Rating	Frequency	Percentage (%)	Mean	Standard Deviation
Very High	37	18.69%	37.00	12.14
High	37	18.69%	37.00	12.14
Moderate	56	28.28%	56.00	13.34
Low	31	15.66%	31.00	8.58
Very Low	12	6.06%	12.00	4.28
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Looking at the perceived quality, table 5 shows 28.28% of respondents rated entrepreneurship education as moderate, with similar proportions rating it as very high or high (18.69% each). A smaller percentage found the quality to be low or very low.

Table 6: Practicality of Entrepreneurship Education

Rating	Frequency	Percentage (%)	Mean	Standard Deviation
Very Practical	77	38.89%	77.00	12.46
Somewhat Practical	43	21.72%	43.00	10.42
Not Practical	32	16.16%	32.00	8.94
Neutral	52	26.27%	52.00	9.92
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

In terms of practicality, table 6 shows that the largest group of the respondents (38.89%) found the education very practical, followed by those who found it somewhat practical (21.72%). A notable portion remained neutral (26.27%), with a smaller group finding it not practical.

Table 7: Job Application Post-NCE

Response	Frequency	Percentage (%)	Mean	Standard Deviation
Yes	163	83.29%	163.00	22.61
No	32	16.16%	32.00	7.84
Total	195	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 7 indicates that a large majority (83.29%) of respondents applied for jobs after their NCE program.

Table 8: Business Startup Post-Graduation

Response	Frequency	Percentage (%)	Mean	Standard Deviation
Yes	148	74.75%	148.00	25.67
No	34	17.17%	34.00	8.94
Not applicable	12	6.06%	12.00	4.32
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 8 shows that almost three-quarters (74.75%) of respondents started a business after graduating.

Table 9: Type of Business Started

Business Type	Frequency	Percentage (%)	Mean	Standard Deviation
Agriculture	54	27.27%	54.00	19.63
Manufacturing	62	31.31%	62.00	20.34
Retail	21	10.60%	21.00	10.14
Service based	51	25.75%	51.00	16.42
ICT	12	6.06%	12.00	4.89
Total	200	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

From table 9, among those who started businesses, manufacturing (31.31%) and agriculture (27.27%) were the most common types, followed by service-based businesses (25.75%).

Table 10: Success of Business Venture

Success Level	Frequency	Percentage (%)	Mean	Standard Deviation
Very Successful	45	22.73%	45.00	15.32
Moderately Successful	73	36.86%	73.00	18.94
Just Starting	36	18.18%	36.00	11.74
Unsuccessful	25	12.63%	25.00	9.12
Total	179	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 10 sought to assess the level of success achieved by the respondents in terms of business success, the largest group (36.86%) considered their ventures moderately successful, with a substantial portion (22.73%) reporting they were very successful.

Table 11: Areas Covered in Entrepreneurship Education

Area	Frequency	Percentage (%)	Mean	Standard Deviation
Financial Management	56	28.28%	56.00	19.84
Feasibility and Business Planning	75	37.88%	75.00	22.34
Problem-solving	117	59.09%	117.00	28.43
Digital Marketing	45	22.73%	45.00	16.42
Leadership and Teamwork	43	21.72%	43.00	14.57
Investment and Risk Education	32	16.16%	32.00	11.68
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 11 shows that Problem-solving (59.09%) was the most frequently covered area in the entrepreneurship education, followed by feasibility and business planning (37.88%).

Table 12: Skills Developed through Entrepreneurship Education

Skill	Frequency	Percentage (%)	Mean	Standard Deviation
Critical Thinking	152	76.77%	152.00	31.43
Problem-solving	117	59.09%	117.00	28.57
Business Acumen	53	26.77%	53.00	14.86
Risk Management	33	16.67%	33.00	11.58
Communication Skills	135	68.18%	135.00	26.42
Teamwork	123	62.12%	123.00	24.36
Leadership	42	21.21%	42.00	12.67
None	25	12.63%	25.00	8.43
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 12 highlights that critical thinking (76.77%) and communication skills (68.18%) were the most commonly developed skills through the entrepreneurship education.

Table 13: Main Challenges Faced in Business

Challenge	Frequency	Percentage (%)	Mean	Standard Deviation
Lack of Funding	178	89.90%	178.00	29.67
Lack of Mentorship	186	93.94%	186.00	32.14
Limited Market Opportunities	174	87.88%	174.00	27.54
Government Regulations	153	77.27%	153.00	24.36
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 13 shows that the most significant challenges faced in business were lack of mentorship (93.94%) and lack of funding (89.90%), with limited market opportunities and government regulations also being prevalent.

Table 14: Preparedness to Overcome Challenges

Preparedness Level	Frequency	Percentage (%)	Mean	Standard Deviation
Very Well	84	42.42%	84.00	19.57
Moderately Well	54	27.27%	54.00	14.43
Neutral	42	21.21%	42.00	12.34
Not Well	12	6.06%	12.00	7.43
Total	198	100%	-	-

Source: Field Survey, 2024 at JSCOE, Gumel School of Undergraduates

Table 14 has to do with preparedness to overcome challenges, 42.42% felt very well prepared, and 27.27% felt moderately well prepared. A smaller portion felt not well prepared (6.06%).

RESULTS AND DISCUSSION

Discussion:

This study reveals a compelling picture of the influence of entrepreneurship education on JSCOE, Gumel NCE graduates. The high employment rate (78.28%) is a positive indicator, but the dominance of self-employment (48.39% of employed graduates) over formal employment (21.29%) is a key finding. This suggests that the program may be effectively cultivating an entrepreneurial mindset, empowering graduates to create their own opportunities. This aligns with the broader trend observed in many developing economies where self-employment and small business ownership are significant drivers of employment (ILO, 2020). This trend may also reflect the limited availability of formal sector jobs in the region, a challenge documented in various studies on youth unemployment in Nigeria (NBS, 2021). However, the "Non-occupation/Irrigation Farming" category (30.33%) requires further disaggregation to provide a more accurate understanding of graduate employment activities.

The fact that a large majority (88%) received formal entrepreneurship education is encouraging. However, the mixed perceptions of its quality warrant attention. While some rated it as very high or high (18.69% each), a larger proportion found it moderate (28.28%), and some rated it as low or very low. This echoes findings from other studies that highlight the importance of not just providing entrepreneurship education, but also ensuring its quality and relevance (Rae, 2010). In terms of practicality, while a significant portion (38.89%) found the education very practical, a substantial group remained neutral (26.27%), suggesting a need to strengthen the practical application of the curriculum. This resonates with the call for more experiential learning in entrepreneurship education, such as simulations, internships, and real-world projects (Hynes, 2003).

The high proportion of graduates starting businesses (74.75%) further underscores the program's impact. The popularity of manufacturing (31.31%) and agriculture (27.27%) as business types likely reflects local economic opportunities and resource availability. This aligns with research emphasizing the importance of aligning entrepreneurial ventures with local contexts and resources (Porter, 1990). However, the varying levels of business success, with a combined 59.59% reporting moderate or very high success and 12.63% reporting failure, highlight the inherent challenges of entrepreneurship. This underscores the need for ongoing support and mentorship, a finding consistent with studies emphasizing the crucial role of mentorship in entrepreneurial success (Allen et al., 2008).

The development of critical thinking (76.77%), problem-solving (59.09%), and communication skills (68.18%) through the entrepreneurship education is a positive outcome. These skills are widely recognized as essential for both employment and entrepreneurship (OECD, 2019). The alignment between the curriculum's focus on problem-solving (59.09%) and business planning (37.88%) and the skills developed is also encouraging. However, the lower coverage of areas like digital marketing (22.73%) and investment/risk education (16.16%) suggests potential gaps in the curriculum. This is particularly relevant given the increasing importance of digital technologies in business and the need for entrepreneurs to manage financial risks effectively (GEM, 2022).

The most significant challenges faced by entrepreneurs—lack of mentorship (93.94%) and funding (89.90%), followed by limited market opportunities and government regulations—are consistent with findings from numerous studies on small business development in developing countries (Ayyagari et al., 2011). These challenges highlight the need for comprehensive support systems, including mentorship programs, improved access to finance, and a more enabling business environment. The fact that a significant proportion of respondents felt very (42.42%) or moderately well (27.27%) prepared to overcome these challenges suggests that the entrepreneurship education is having some positive impact on their self-efficacy and resilience.

Conclusion:

This study provides compelling evidence of the positive influence of entrepreneurship education on the employability and job prospects of JSCOE, Gumel NCE graduates. While the high overall employment rate is encouraging, the significant prevalence of self-employment underscores the program's effectiveness in fostering an entrepreneurial mindset and empowering graduates to create their own economic opportunities. However, the mixed perceptions of the quality and practicality of the education, coupled with the challenges faced by graduate entrepreneurs (particularly regarding mentorship and funding), highlight areas for improvement. Although the program appears to be developing valuable skills such as critical thinking, problem-solving, and communication, there is a need to strengthen practical

training, enhance mentorship and support systems, improve access to funding, and refine the curriculum to better address contemporary business needs, particularly in areas like digital marketing and risk management.

Suggestion for further research

To further enhance the impact of entrepreneurship education at JSCOE, Gumel, several key actions are recommended. Firstly, a shift towards more experiential learning methodologies, incorporating simulations, case studies, business plan competitions, and internships with local businesses, is crucial to bridge the gap between theory and practice. Secondly, establishing a structured mentorship program connecting graduate entrepreneurs with experienced professionals and successful alumni will provide invaluable guidance, support, and networking opportunities. Complementing this, facilitating access to funding through partnerships with microfinance institutions, exploration of seed funding, and training on financial management and investment acquisition is essential. Furthermore, a regular review and update of the curriculum is needed to ensure its relevance to current business trends, with increased emphasis on digital marketing, e-commerce, financial and risk management, and navigating government regulations. Strengthening linkages with local businesses and industries will provide students with real-world exposure and potential employment pathways. Finally, offering post-graduation support services, such as business incubators, co-working spaces, and ongoing mentorship and training, will provide crucial support during the critical early stages of business development.

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APPENDIX

SURVEY QUESTIONNAIRE

Survey on The Influence of Entrepreneurship Education on the Employability and Job Prospects of Jigawa State College of Education, Gumel NCE Graduates

Dear Participants,

We invite you to participate in this survey aimed at understanding the impact of entrepreneurship education on the employability and job prospects of National Certificate of Education (NCE) graduates from Jigawa State College of Education, Gumel. Your responses will provide valuable insights to help shape future programs that empower graduates like you.

Please note that your responses will remain *strictly confidential and anonymous*. The survey will take **approximately 5 minutes** to complete, and your participation is entirely voluntary. We greatly appreciate your time and input.

Thank you for contributing to this important research!

SECTION A

DEMOGRAPHIC INFORMATION

(Kindly, tick check box as appropriate)

1. What year did you graduate from Jigawa State College of Education, Gumel?

2015 [] 2016 [] 2017 [] 2018 [] 2019 [] 2020 [] 2021 [] 2022 []
Other _____

2. What was your major area of study during your NCE program?

Adult & Non-Formal [] Arts [] ECCDE/PED [] Language []

Sciences [] Social Sciences [] Special Education [] Voc. & Tech. Educ. []

3. Are you currently employed?

Yes [] No []

4. If yes, what type of employment are you engaged in?

Self-employed [] Formal employment [] [Part-time employment] [] Other,
please specify _____

SECTION B

Entrepreneurship Education Experience

1. Did you receive any formal entrepreneurship education during your NCE program?
Yes [] No []
2. How would you rate the quality of entrepreneurship education you received?
Very High [] High [] Moderate [] Low [] Very Low []
3. Which of the following areas were covered in your entrepreneurship education program?
(Select all that apply)
Business Planning [] Financial Management [] Marketing []
Leadership [] Problem-solving [] Risk-taking [] None []
4. How practical was the entrepreneurship education program in preparing you to start your own business?
Very Practical [] Somewhat Practical [] Neutral [] Not Practical [] Not at all []

Entrepreneurship Education contribution to Skill Acquisition and Employability

5. Which skills did you develop through entrepreneurship education? (Select all that apply)
Critical thinking [] Problem-solving [] Business acumen [] Risk management []
Communication skills [] Teamwork [] Leadership [] Other, []
6. How would you rate your confidence in applying the skills you learned in entrepreneurship education to real-world business or employment situations?
Very High [] High [] Moderate [] Low [] Very Low []
7. Do you believe the entrepreneurship education you received has improved your employability in the job market? Yes [] No [] Not Sure []

Entrepreneurship Education impact on employability

8. Have you applied for jobs since completing your NCE? Yes [] No []
9. How many job offers have you received after completing your NCE?
None [] 1-2 [] 3-5 [] More than 5 []
10. How relevant do you find the entrepreneurship skills learned in obtaining or seeking a job?
Very Relevant [] Somewhat Relevant [] Neutral [] Not Relevant []
11. Have you been able to secure employment using the entrepreneurial skills you acquired? Yes [] No []
12. Have you found self-employment opportunities more accessible after completing the entrepreneurship education program?
Yes [] No [] Not Applicable []

Entrepreneurial Activities: Entrepreneurial ventures initiated by the graduates.

13. Have you started your own business since graduating? Yes [] No []
14. If yes, what type of business did you start?
Retail [] Service-based [] Manufacturing [] Agriculture []
Others, []
15. How would you rate the success of your business venture(s)?
Very Successful [] Moderately Successful [] Just Starting [] Unsuccessful []
16. What were the main challenges you faced in starting and managing your business?
(Select all that apply)
Lack of funding [] Lack of mentorship [] Poor business planning []
Limited market opportunities [] Government regulations [] Other, []

17. How well did the entrepreneurship education you received prepare you to overcome these challenges?
- Very Well** [☐] **Moderately Well** [☐] **Neutral** [☐] **Not Well** [☐]