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# ENTREPRENEURSHIP EDUCATION AND EMPLOYABILITY OF BUSINESS EDUCATION GRADUATE IN RIVERS STATE.

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## Abstract

This study investigated the influence of Entrepreneurship Education encompassing cognitive, affective, normative, and psychomotor dimensions on the employability of Business Education graduates in Rivers State, Nigeria. The study adopted a correlational survey research design, targeting 300 graduates selected using Taro Yamane's formula from the population of business education graduates in the state. Data were collected using a structured questionnaire and analyzed using Pearson Product Moment Correlation (PPMC) with SPSS version 25. The results revealed that all four dimensions of entrepreneurship education cognitive ($r = 0.655$, $p < 0.01$), affective ($r = 0.671$, $p < 0.01$), normative ($r = 0.652$, $p < 0.01$), and psychomotor ($r = 0.669$, $p < 0.01$) have significant positive relationships with graduates' employability. The findings suggest that graduates equipped with knowledge, positive attitudes, ethical awareness, and practical entrepreneurial skills are more likely to secure employment or engage in self-employment ventures. The study concludes that a multidimensional approach to entrepreneurship education is essential for enhancing employability and fostering sustainable economic growth. Based on these findings, the study recommends curriculum enhancement, integration of practical learning experiences, mentorship programs, and the promotion of ethical entrepreneurship practices. The outcomes of this study also align with the Sustainable Development Goals (SDGs 4, 8, and 9), highlighting the broader societal and economic relevance of entrepreneurship education in preparing graduates for the labor market.

***Keywords: Cognitive, Affective, Normative, Psychomotor, Employability***

## Introduction

Entrepreneurship education has emerged as a strategic approach for addressing the increasing rate of graduate unemployment and enhancing the employability potential of graduates in many developing countries, including Nigeria. In recent years, universities and other tertiary institutions have integrated entrepreneurship education into their curricula to equip students with the knowledge, skills, attitudes, and competencies necessary for self-employment and job creation. The objective of entrepreneurship education is not only to prepare graduates for wage employment but also to develop individuals who can identify opportunities, create innovative ventures, and contribute to economic growth and sustainable development. Studies have shown that entrepreneurship education enhances graduates' capacity to generate employment, improve productivity, and reduce dependency on limited government jobs (Abdullahi & Jabor, 2020).

In Nigeria, the challenge of graduate unemployment has raised concerns about the relevance of university education to labour market demands. Many graduates complete their studies without possessing the practical and entrepreneurial competencies required for the modern workplace. As a result, educational stakeholders have emphasized the integration of entrepreneurship education into higher education programmes such as business education. Business education programmes are designed to equip students with managerial, accounting, office technology, and entrepreneurial competencies necessary for effective participation in the business world. However, despite the introduction of entrepreneurship education courses in Nigerian universities, unemployment among graduates remains high, suggesting a need to strengthen the dimensions of entrepreneurship education that directly influence employability (Ajamobe, 2021).

Entrepreneurship education is multidimensional and often conceptualized in terms of cognitive, affective, normative, and psychomotor domains of learning. These domains collectively shape the entrepreneurial competencies and employability of graduates. Cognitive entrepreneurship education focuses on the development of intellectual knowledge and understanding of entrepreneurial concepts such as opportunity identification, business planning, innovation, and financial management. Through this dimension, students acquire the theoretical foundations needed to analyze business opportunities and make informed entrepreneurial decisions. Research indicates that cognitive entrepreneurship education enhances critical thinking and creativity, which are essential competencies for employability and business development (Usa-adi & Umogbai, 2022).

Another important dimension is affective entrepreneurship education, which focuses on the development of attitudes, values, motivation, and personal dispositions toward entrepreneurship. This dimension emphasizes entrepreneurial traits such as risk-taking, self-confidence, perseverance, and achievement motivation. These psychological attributes influence graduates' willingness to pursue entrepreneurial opportunities and adapt to changing labour market conditions. Studies have shown that affective components of entrepreneurship education significantly influence entrepreneurial intentions and career choices among university graduates (Oyebola & Adeyemi, 2024). Closely related to the affective domain is normative entrepreneurship education, which emphasizes the ethical and social values that guide entrepreneurial behavior. Normative entrepreneurship education promotes responsible entrepreneurship by instilling values such as integrity, accountability, social responsibility, and ethical decision-making in business practices. In modern economies, entrepreneurs are expected not only to pursue profit but also to contribute to sustainable development and societal well-being. Therefore, entrepreneurship education programmes must incorporate ethical and normative principles that guide graduates in establishing sustainable and socially responsible enterprises.

Furthermore, psychomotor entrepreneurship education focuses on the acquisition of practical and technical skills necessary for entrepreneurial activities. These include business plan development, product creation, marketing strategies, financial management, and digital business skills. Psychomotor learning emphasizes hands-on training and experiential learning activities such as internships, business incubation programmes, and entrepreneurial projects. Practical skill acquisition has been identified as a critical factor in enhancing graduate employability because it enables individuals to translate theoretical knowledge into practical applications in the workplace (Adam & Mohammed, 2025).

The employability of business education graduates is therefore closely linked to the effectiveness of entrepreneurship education in developing these four domains of learning. Employability refers to the ability of graduates to secure employment, create self-employment opportunities, and effectively perform in professional environments. Entrepreneurship education enhances employability by equipping graduates with relevant knowledge, skills, attitudes, and competencies required in modern labour markets. Evidence from empirical studies suggests that entrepreneurship education positively influences employment generation and self-employment among graduates by fostering innovation, creativity, and entrepreneurial competence (Oludare et al., 2024).

In Rivers State, the importance of entrepreneurship education has become increasingly significant due to the rising unemployment among graduates of tertiary institutions. Business education graduates are expected to possess entrepreneurial competencies that enable them to establish small and medium enterprises, contribute to local economic development, and create employment opportunities. However, many graduates still struggle to secure employment or establish successful ventures, raising questions about the effectiveness of entrepreneurship education programmes in developing employability skills. It is against this backdrop that this study examines the relationship between entrepreneurship education (cognitive, affective, normative, and psychomotor dimensions) and the employability of business education graduates in Rivers State. Understanding how these dimensions influence employability will provide insights for improving entrepreneurship education

programmes and strengthening the capacity of business education graduates to succeed in the labour market.

**Statement of the Problem**

Graduate unemployment remains a pressing challenge in Nigeria, with many university and college graduates unable to secure employment after completing their studies. In Rivers State, this issue is particularly significant for business education graduates, who are expected to possess both academic knowledge and entrepreneurial competencies to create employment opportunities for themselves and others. Despite the introduction of entrepreneurship education programmes in higher institutions, many graduates still lack the practical skills, innovative mindset, and professional attitudes required to succeed in the labour market.

Entrepreneurship education is multidimensional, encompassing cognitive, affective, normative, and psychomotor domains, which collectively aim to equip graduates with knowledge, skills, attitudes, and competencies for venture creation and employability. However, evidence suggests that existing entrepreneurship education programmes may not adequately address all these dimensions, leaving graduates insufficiently prepared for the challenges of the modern workplace. Cognitive aspects, such as understanding business principles, may be emphasized, while affective (attitudes and motivation), normative (ethical and social responsibility), and psychomotor (practical skills) dimensions are often underdeveloped.

Consequently, business education graduates in Rivers State face difficulties in translating theoretical knowledge into practical entrepreneurial ventures, demonstrating employability skills in workplaces, or effectively contributing to economic development. This raises questions about the extent to which entrepreneurship education actually enhances employability outcomes among business education graduates. The limited integration of all four dimensions of entrepreneurship education and the gap between academic training and labour market requirements constitute a critical problem that necessitates empirical investigation. Therefore, this study seeks to examine the relationship between entrepreneurship education (cognitive, affective, normative, and psychomotor dimensions) and the employability of business education graduates in Rivers State, to identify how the different dimensions influence employability and to provide evidence-based recommendations for strengthening entrepreneurship education programmes to better prepare graduates for self-employment and the labour market.

**Aim and Objectives**

The aim of the study was to determine the relationship between Entrepreneurship Education and Employability of Business Education graduate in Rivers State. The specific objectives were to :

1) determine the relationship between Cognitive Entrepreneurship Education and Employability of Business Education graduate in Rivers State.
2) investigate the relationship between Affective Entrepreneurship Education and Employability of Business Education graduate in Rivers State.
3) determine the relationship between Normative Entrepreneurship Education and Employability of Business Education graduate in Rivers State.
4) examine the relationship between Psychomotor Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**Research Questions**

The following research questions were raised to guide the study

1) What is the relationship between Cognitive Entrepreneurship Education and Employability of Business Education graduate in Rivers State?
2) What is the relationship between Affective Entrepreneurship Education and Employability of Business Education graduate in Rivers State?

3) What is the relationship between Normative Entrepreneurship Education and Employability of Business Education graduate in Rivers State?
4) What is the relationship between Psychomotor Entrepreneurship Education and Employability of Business Education graduate in Rivers State?

**Research Hypotheses**

The following null hypotheses were formulated and was tested at a significant level of 0.01

**$Ho_1$**: There is no significant relationship between Cognitive Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**$Ho_2$**: There is no significant relationship between Affective Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**$Ho_3$**: There is no significant relationship between Normative Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**$Ho_4$**: There is no significant relationship between Psychomotor Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

## Review of Related Literature

### Conceptual Review

### Entrepreneurship Education

Entrepreneurship education is a systematic process of imparting knowledge, skills, attitudes, and competencies required for individuals to identify, evaluate, and exploit business opportunities effectively. It is designed to prepare learners to become self-reliant, innovative, and capable of creating employment for themselves and others, thereby contributing to economic growth and societal development. According to Kuratko (2016), entrepreneurship education involves teaching students the theory and practice of entrepreneurial thinking, venture creation, and business management. It equips learners with both cognitive knowledge about business operations and practical skills necessary for navigating the dynamic business environment.

Entrepreneurship education can also be viewed through multi-dimensional learning domains, including cognitive, affective, normative, and psychomotor dimensions. The cognitive domain emphasizes theoretical knowledge such as opportunity recognition, business planning, innovation strategies, and financial management (Stevenson & Jarillo, 1990; Oludare et al., 2024). The affective domain focuses on attitudes, values, and motivations that support entrepreneurial behavior, including self-confidence, risk-taking propensity, and perseverance (Bandura, 1997; Oludare et al., 2024). The normative dimension encourages ethical conduct, social responsibility, and awareness of sustainable development principles, ensuring that entrepreneurial ventures are socially and environmentally conscious (Rae, 2010). Lastly, the psychomotor domain develops practical and technical skills required for entrepreneurial activities, such as product development, marketing, bookkeeping, and digital business management (Kolb, 1984; Oludare et al., 2024).

In contemporary education systems, entrepreneurship education serves multiple purposes: it fosters self-employment among graduates, enhances employability skills, and nurtures innovative thinking capable of addressing societal and economic challenges. In Nigeria, the integration of entrepreneurship education into tertiary and vocational curricula has been recognized as a strategic approach to mitigating high graduate unemployment and promoting economic development (Ajamobe, 2021). By equipping learners with both theoretical knowledge and practical skills, entrepreneurship education enables graduates to transition smoothly into the workforce or establish their own ventures, thereby contributing to a more resilient and diversified economy.

Empirical evidence also underscores the effectiveness of entrepreneurship education in enhancing employability and venture creation. Studies have shown that graduates exposed to comprehensive entrepreneurship education covering cognitive, affective, normative, and psychomotor domains exhibit higher levels of entrepreneurial intention, problem-solving abilities, and self-efficacy, which

are critical for sustainable employment and business success (Oludare et al., 2024; Oyebola & Adeyemi, 2024). Thus, entrepreneurship education is not only a tool for personal development but also a key driver of economic growth and social transformation.

## Dimensions of Entrepreneurship Education

### Cognitive Entrepreneurship Education

Cognitive entrepreneurship education focuses on the acquisition of knowledge and intellectual understanding of entrepreneurial concepts, principles, and processes. It equips learners with the theoretical foundation required to identify business opportunities, understand market dynamics, evaluate risks, and design effective business strategies (Kuratko, 2016). This dimension emphasizes analytical thinking, problem-solving, and decision-making capabilities, enabling students to assess the feasibility of ventures and make informed entrepreneurial choices. In the context of business education, cognitive entrepreneurship education exposes graduates to essential topics such as opportunity recognition, business planning, innovation, financial literacy, and strategic management (Stevenson & Jarillo, 1990). The cognitive domain is crucial because it provides students with the knowledge structures necessary to apply entrepreneurial principles in real-world situations, whether in self-employment or organizational settings. Empirical studies have shown that students with strong cognitive entrepreneurship competencies demonstrate higher entrepreneurial intentions and are better prepared to launch and manage successful ventures (Oludare et al., 2024). Cognitive entrepreneurship education is typically delivered through lectures, case studies, simulations, and problem-based learning. These pedagogical approaches allow learners to engage with complex business scenarios, critically analyze challenges, and develop solutions, thereby bridging the gap between theoretical knowledge and practical application.

### Affective Entrepreneurship Education

Affective entrepreneurship education focuses on the development of attitudes, values, and motivations that support entrepreneurial behavior. This dimension emphasizes cultivating personal traits such as self-confidence, risk-taking propensity, perseverance, initiative, creativity, and achievement motivation (Bandura, 1997). By addressing learners' affective attributes, entrepreneurship education helps shape the mindset necessary for identifying and exploiting opportunities, even in uncertain and competitive environments.

For business education graduates, affective entrepreneurship education is particularly important because it nurtures the psychological readiness required for venture creation and employability. Graduates who exhibit positive entrepreneurial attitudes are more likely to take initiative, pursue self-employment, and adapt to changes in the business environment (Oyebola & Adeyemi, 2024). Affective learning is often fostered through mentorship, entrepreneurial workshops, experiential learning, reflection exercises, and motivational programmes that build self-efficacy and resilience. The affective domain complements cognitive learning by ensuring that graduates not only understand entrepreneurial concepts but also possess the motivation and confidence to apply them effectively, thereby enhancing employability and increasing the likelihood of successful venture creation.

### Normative Entrepreneurship Education

Normative entrepreneurship education emphasizes the development of ethical values, social responsibility, and adherence to societal norms in entrepreneurial practice. This dimension seeks to instill in learners the understanding that entrepreneurial activities should not only pursue profit but also contribute positively to society, uphold ethical standards, and support sustainable development (Rae, 2010). Normative education equips graduates with a moral and social framework, ensuring that business decisions consider the broader societal, environmental, and economic impacts. In business education, normative entrepreneurship education encourages students to adopt ethical

business practices, corporate social responsibility, and accountability. Graduates trained in this domain are more likely to consider fairness, environmental sustainability, and community development when initiating ventures. For instance, ethical decision-making in entrepreneurship can prevent malpractice, reduce corruption, and enhance public trust, which are critical for business sustainability and employability (Umeokafor, 2021). By integrating normative principles into entrepreneurship education, students learn to balance profitability with societal well-being, fostering responsible entrepreneurial behavior that aligns with global sustainable development goals. Normative learning is often facilitated through discussions on ethics, case studies on socially responsible ventures, service-learning projects, and reflection exercises that connect business decisions to societal outcomes. This approach ensures that graduates internalize values that guide behavior, which is essential for building sustainable and socially impactful enterprises.

**Psychomotor Entrepreneurship Education**

Psychomotor entrepreneurship education focuses on the development of practical, technical, and hands-on skills necessary for entrepreneurial activities. This dimension emphasizes learning by doing, where students gain experience in applying theoretical knowledge to real-world tasks, such as business plan development, product creation, marketing execution, financial management, and digital business operations (Kolb, 1984). Psychomotor learning ensures that graduates are not only knowledgeable and motivated but also capable of performing the tasks required to successfully launch and manage ventures. In the context of business education, psychomotor entrepreneurship education may involve internships, business simulations, incubator programs, practical workshops, and project-based learning, all of which allow students to acquire tangible skills. This hands-on training enhances employability because it prepares graduates to handle operational tasks in a business environment, manage resources effectively, and respond to real-life business challenges (Adam & Mohammed, 2025). Psychomotor learning also strengthens students' confidence and competence in undertaking entrepreneurial initiatives, making them better equipped for self-employment and organizational roles. The psychomotor domain is essential for bridging the gap between theory and practice, ensuring that graduates can transform entrepreneurial knowledge and positive attitudes into practical, productive outcomes in the labor market.

**Employability**

Employability refers to the capability of a graduate to gain initial employment, maintain employment, and progress in a chosen career path. It encompasses a combination of skills, knowledge, attitudes, and personal attributes that make an individual attractive to employers and adaptable to changing work environments (Yorke, 2006). Employability is not limited to securing a job; it also includes the ability to effectively perform work tasks, solve problems, take initiative, innovate, and continuously learn to meet organizational and societal needs. In the context of business education, employability involves equipping graduates with both technical competencies (such as accounting, marketing, management, and business planning) and entrepreneurial competencies (such as opportunity recognition, innovation, risk management, and self-reliance) that enable them to create employment for themselves and others (Oludare et al., 2024). Entrepreneurship education plays a critical role in enhancing employability because it develops graduates' capacity to adapt to the labor market, identify opportunities, and take proactive steps toward career and business success.

Employability is multidimensional, involving cognitive, affective, and practical skills. The cognitive component refers to knowledge and problem-solving abilities, the affective component includes attitudes, motivation, and resilience, and the practical component involves hands-on skills and the ability to apply theoretical knowledge effectively in work situations (Tomlinson, 2017). For business education graduates, high employability means they are not only capable of obtaining jobs but also of creating and sustaining entrepreneurial ventures that contribute to economic growth and social development. Several studies have emphasized the link between entrepreneurship education and

employability. For instance, Oludare et al. (2024) found that business education graduates exposed to comprehensive entrepreneurship programs showed enhanced self-employment capabilities and were better prepared for the labor market. Similarly, Ajamobe (2021) highlighted that graduates with entrepreneurial skills, positive attitudes, and practical experience were more likely to succeed in both employment and business ventures. In Rivers State, where graduate unemployment remains a pressing concern, employability of business education graduates is critical. Strengthening entrepreneurship education particularly across its cognitive, affective, normative, and psychomotor dimensions can significantly enhance graduates' employability by equipping them with knowledge, ethical values, practical skills, and entrepreneurial mindset needed to thrive in dynamic and competitive environments.

## Theoretical Review

### Human Capital Theory (HCT)

The Human Capital Theory (HCT) posits that individuals' knowledge, skills, competencies, and education constitute forms of capital that can enhance productivity, economic outcomes, and personal development (Becker, 1993). In the context of education, human capital refers to the abilities and attributes that individuals acquire through formal training, experience, and entrepreneurial education, which improve their potential to generate income, create jobs, and contribute to societal growth.

### Assumptions

Human Capital Theory is based on the following assumptions:

1. Investment in education and skills acquisition increases the productivity and economic value of individuals.
2. Knowledge and competencies acquired through education can be transferred into practical applications that generate economic returns.
3. Graduates with higher levels of education and specialized skills are more employable and capable of entrepreneurial activities.

**Application to the Study:** In this study, HCT underpins the examination of entrepreneurship education and employability of business education graduates. The theory suggests that cognitive, affective, normative, and psychomotor components of entrepreneurship education constitute investments in human capital. By acquiring knowledge, ethical orientation, practical skills, and entrepreneurial attitudes, business education graduates enhance their employability and ability to create sustainable ventures. Essentially, HCT explains how entrepreneurship education equips graduates with valuable human capital that contributes to self-employment, productivity, and economic development (Oludare et al., 2024).

### Schumpeter's Theory of Innovation (Entrepreneurial Theory)

Joseph Schumpeter's Theory of Innovation, often referred to as the Entrepreneurial Theory, emphasizes the role of innovation and entrepreneurship in economic development. Schumpeter (1934) argued that economic growth results from the actions of entrepreneurs who introduce new products, methods, markets, or organizational forms, disrupting the status quo and creating opportunities for wealth generation.

### Assumptions

The theory is based on several key assumptions:

1. Entrepreneurs are primary agents of change in the economy, introducing innovations that improve productivity and economic outcomes.
2. Innovation can take the form of new products, processes, markets, or business models.

3. Economic development is driven by creative destruction, where new ventures replace outdated practices and technologies.

**Application to the Study:** Schumpeter's theory is relevant to this study because entrepreneurship education aims to develop innovative capabilities among business education graduates. The cognitive, affective, normative, and psychomotor domains of entrepreneurship education foster creativity, opportunity recognition, risk-taking, ethical decision-making, and practical skills—all of which enable graduates to innovate and create ventures. By applying Schumpeter's framework, this study explains how entrepreneurship education equips graduates to contribute to sustainable development through the creation of innovative enterprises, thereby enhancing their employability and economic productivity (Kuratko, 2016; Rae, 2010).

**Empirical Review**

Several empirical studies in Nigeria have examined the relationship between entrepreneurship education, employability, and related outcomes. Ajamobe (2021) investigated the interplay of employability skills, risk-taking capacity, and entrepreneurship inclination among graduates in public universities in Lagos State. Using a descriptive survey design, the study sampled graduates through structured questionnaires and analyzed data with descriptive and inferential statistics. Findings revealed that employability skills and risk-taking capacity significantly predicted graduates' inclination toward entrepreneurship, suggesting that practical skill development in university curricula enhances graduates' readiness for self-employment. The study concluded that curriculum enhancements and mentorship programs are essential, although it did not specifically examine how the different dimensions of entrepreneurship education cognitive, affective, normative, and psychomotor affect employability outcomes among business education graduates in Rivers State (Ajamobe, 2021).

Similarly, Oludare et al. (2024) examined the influence of experiential learning on employment generation among business education graduates in Southwest Nigeria. Employing a descriptive survey design, they collected data from graduates and employers using structured questionnaires and analyzed relationships using correlation and multiple regression. Results indicated that experiential learning components, such as internships, practical projects, and fieldwork, were positively associated with graduates' employment generation and self-employment outcomes. The study concluded that hands-on entrepreneurship education significantly enhances employability and recommended incorporating enterprise practicums and industry partnerships. However, it did not differentiate the impact of other entrepreneurship education dimensions on employability (Oludare et al., 2024).

In another study, Oyebola and Adeyemi (2024) assessed the impact of entrepreneurship degree programs on students' entrepreneurial attitudes and intentions. Using a descriptive survey design with final-year students, multiple regression analysis revealed that entrepreneurship education positively influenced students' confidence and intention to start ventures. The authors concluded that curricula emphasizing entrepreneurial concepts and enterprise mindset foster employability and self-employment readiness. Nevertheless, the study focused on attitudes and intentions rather than actual employability outcomes post-graduation among business education students (Oyebola & Adeyemi, 2024).

Further evidence comes from Usa-adi and Umogbai (2022), who studied the effect of entrepreneurship education on job creation among undergraduates at Benue State University. Their descriptive survey showed that exposure to entrepreneurship courses significantly increased students' engagement in business start-ups and self-employment projects. The study recommended comprehensive entrepreneurship curriculum models and collaboration with business incubators. However, it did not disaggregate outcomes across entrepreneurship education dimensions, nor did

it focus on measurable employability metrics for business education graduates (Usa-adi & Umogbai, 2022).

Lastly, Akinyemi et al. (2024) investigated teachers' knowledge management practices and sustainable quality education delivery in Lagos State senior secondary schools. Utilizing descriptive survey design and Pearson correlation analysis, they found significant positive relationships between teachers' knowledge acquisition, sharing practices, and the quality of educational delivery. The study concluded that knowledge management indirectly enhances graduates' employability by producing better-prepared students. However, it did not examine entrepreneurship education specifically or its direct impact on employability (Akinyemi et al., 2024).

Collectively, these empirical studies highlight the importance of entrepreneurship education and experiential learning in enhancing employability and self-employment potential among graduates. However, gaps remain, including the lack of focus on the four key dimensions of entrepreneurship education (cognitive, affective, normative, psychomotor), the need to measure actual employability outcomes, and the contextual evidence for business education graduates in Rivers State. Addressing these gaps provides the rationale for the current study, which seeks to examine how multi-dimensional entrepreneurship education influences employability among business education graduates in Rivers State.

## Methodology

The study adopted a correlational survey research design. This design was deemed appropriate because it allows the researcher to examine the relationship between entrepreneurship education (cognitive, affective, normative, psychomotor dimensions) and the employability of business education graduates in Rivers State without manipulating any variables. The correlational approach is suitable for determining the strength and direction of relationships among variables and testing the formulated hypotheses (Creswell & Creswell, 2018). The population of this study comprised all business education graduates in Rivers State, Nigeria. According to the National Universities Commission (NUC, 2023), Rivers State has several universities offering business education programs, with a total of 1,230 graduates from the most recent three graduating cohorts forming the accessible population for this study.

To determine the sample size, the Taro Yamane (1967) formula for sample determination was employed, which provides a statistically reliable figure based on population size and an acceptable margin of error. Using this method, a sample of 300 business education graduates was selected for the study. Stratified random sampling was applied to ensure proportional representation of graduates from different universities and graduating years, thereby enhancing the generalizability of the findings. Data were collected using a structured questionnaire developed by the researcher. Data collected were analyzed using Pearson Product Moment Correlation (PPMC) to determine the relationships between the independent variable (entrepreneurship education dimensions) and the dependent variable (employability). The analysis was conducted using SPSS version 25, and the hypotheses were tested at a 0.05 level of significance. The PPMC method is appropriate for assessing the strength and direction of linear relationships between continuous variables (Creswell & Creswell, 2018).

## Data Presentation and Analysis

300 copies of the questionnaire were distributed out of which 240 were adequately filled and returned which form the basis of the analysis.

**$Ho_1$**: There is no significant relationship between Cognitive Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**Table 1: Correlation on Cognitive Entrepreneurship Education and Employability**

| | | Cognitive Entrepreneurship Education | Employability |
|---|---|---|---|
| Cognitive Entrepreneurship Education | Pearson Correlation | 1 | .655** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .655** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

The first hypothesis ($H_{01}$) stated that "There is no significant relationship between Cognitive Entrepreneurship Education and Employability of Business Education graduates in Rivers State." To test this, a Pearson Product Moment Correlation (PPMC) analysis was conducted. As presented in Table 1, the analysis revealed a positive and significant correlation between Cognitive Entrepreneurship Education and Employability ($r = 0.655$, $p < 0.01$). The correlation coefficient of 0.655 indicates a strong positive relationship, suggesting that as business education graduates' cognitive entrepreneurship competencies increase such as their ability to identify, analyze, and apply entrepreneurial knowledge so does their employability in the labor market.

The p-value of 0.000, which is less than the 0.01 significance level, indicates that the relationship is statistically significant, leading to the rejection of the null hypothesis ($H_{01}$). This means that cognitive entrepreneurship education has a meaningful impact on the employability of business education graduates in Rivers State. In practical terms, graduates who are better trained in cognitive aspects of entrepreneurship such as business opportunity recognition, problem-solving, and application of entrepreneurial knowledge are more likely to secure employment or engage in self-employment ventures, demonstrating that curricular focus on cognitive entrepreneurship skills contributes positively to graduate employability.

**$Ho_2$**: There is no significant relationship between Affective Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**Table 2: Correlation on Affective Entrepreneurship Education and Employability**

| | | Affective Entrepreneurship Education | Employability |
|---|---|---|---|
| Affective Entrepreneurship Education | Pearson Correlation | 1 | .671** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .671** | 1 |
| | Sig. (2-tailed) | .000 | |

| | | |
|---|---|---|
| N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

The second hypothesis ($H_{02}$) posited that "There is no significant relationship between Affective Entrepreneurship Education and Employability of Business Education graduates in Rivers State." To test this, the study employed Pearson Product Moment Correlation (PPMC). As shown in Table 2, the analysis revealed a strong positive and significant correlation between Affective Entrepreneurship Education and Employability ($r = 0.671$, $p < 0.01$). The correlation coefficient of 0.671 indicates that graduates who have higher levels of affective entrepreneurship competencies such as motivation, confidence, self-efficacy, and attitude toward entrepreneurship tend to have higher employability outcomes. The p-value of 0.000, being less than the 0.01 significance threshold, confirms that the relationship is statistically significant, leading to the rejection of the null hypothesis ($H_{02}$). This implies that affective dimensions of entrepreneurship education encompassing personal attitudes, motivation, and willingness to take calculated risks play a crucial role in enhancing graduates' employability.

**$Ho_3$**: There is no significant relationship between Normative Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**Table 3: Correlation on Normative Entrepreneurship Education and Employability**

| | | Normative Entrepreneurship Education | Employability |
|---|---|---|---|
| Normative Entrepreneurship Education | Pearson Correlation | 1 | .652** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .652** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

The third hypothesis ($H_{03}$) stated that "There is no significant relationship between Normative Entrepreneurship Education and Employability of Business Education graduates in Rivers State." To test this, Pearson Product Moment Correlation (PPMC) was employed. As indicated in Table 3, the results show a strong positive and statistically significant correlation between Normative Entrepreneurship Education and Employability ($r = 0.652$, $p < 0.01$). This suggests that graduates who demonstrate higher levels of normative entrepreneurship competencies such as understanding business ethics, social responsibility, and adherence to professional standards tend to have higher employability outcomes. The p-value of 0.000, which is below the 0.01 significance level, confirms that the relationship is statistically significant, leading to the rejection of the null hypothesis ($H_{03}$). This implies that normative aspects of entrepreneurship education significantly enhance graduates' readiness for employment or self-employment, as ethical awareness, social responsibility, and professional conduct are valued by employ.

**$Ho_4$**: There is no significant relationship between Psychomotor Entrepreneurship Education and Employability of Business Education graduate in Rivers State.

**Table 4: Correlations on Psychomotor Entrepreneurship Education and Employability**

| | | Psychomotor Entrepreneurship Education | Employability |
|---|---|---|---|
| Psychomotor Entrepreneurship Education | Pearson Correlation | 1 | .669** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .669** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

The fourth hypothesis ($H_{04}$) stated that "There is no significant relationship between Psychomotor Entrepreneurship Education and Employability of Business Education graduates in Rivers State." The hypothesis was tested using Pearson Product Moment Correlation (PPMC). As shown in Table 4, the results indicate a strong positive and statistically significant correlation between Psychomotor Entrepreneurship Education and Employability ($r = 0.669$, $p < 0.01$). The correlation coefficient suggests that graduates who have acquired practical, hands-on entrepreneurial skills such as preparing business plans, managing resources, and executing operational tasks are more likely to be employable and succeed in self-employment. The p-value of 0.000, being below the 0.01 threshold, confirms the statistical significance of the relationship, leading to the rejection of the null hypothesis ($H_{04}$). This demonstrates that psychomotor or practical entrepreneurship education plays a critical role in enhancing the employability of business education graduates in Rivers State.

**Table 5: Summary of Results**

| Hypothesis | Variables | N | Pearson r | p-value (2-tailed) | Decision | Interpretation |
|---|---|---|---|---|---|---|
| $H_{01}$ | Cognitive Entrepreneurship Education & Employability | 240 | 0.655 | 0.000 | Reject $H_{01}$ | Strong positive and significant relationship; cognitive entrepreneurship education enhances employability |
| $H_{02}$ | Affective Entrepreneurship Education & Employability | 240 | 0.671 | 0.000 | Reject $H_{02}$ | Strong positive and significant relationship; affective entrepreneurship education enhances employability |
| $H_{03}$ | Normative Entrepreneurship Education & Employability | 240 | 0.652 | 0.000 | Reject $H_{03}$ | Strong positive and significant relationship; normative entrepreneurship education enhances employability |
| $H_{04}$ | Psychomotor Entrepreneurship Education & Employability | 240 | 0.669 | 0.000 | Reject $H_{04}$ | Strong positive and significant relationship; psychomotor entrepreneurship education enhances employability |

**Source: Survey Data (2026) via SPSS output version 25**

## Discussion of Findings

The findings of this study revealed strong positive and statistically significant relationships between all four dimensions of entrepreneurship education cognitive, affective, normative, and psychomotor

and the employability of business education graduates in Rivers State. Specifically, cognitive entrepreneurship education correlated positively with employability ($r = 0.655$, $p < 0.01$), affective education ($r = 0.671$, $p < 0.01$), normative education ($r = 0.652$, $p < 0.01$), and psychomotor education ($r = 0.669$, $p < 0.01$). These results indicate that each dimension of entrepreneurship education independently contributes to enhancing graduates' readiness for employment or self-employment. The strong positive correlation observed for cognitive entrepreneurship education aligns with the findings of Ajamobe (2021), who reported that graduates with higher employability skills and risk-taking capacity were more inclined toward entrepreneurship. Both studies underscore that knowledge acquisition and analytical competencies are critical for graduates to navigate business opportunities effectively, thereby increasing employability. However, while Ajamobe (2021) focused on general employability and entrepreneurial inclination, the current study disaggregates these outcomes across the four entrepreneurship education dimensions, providing a more nuanced understanding of how cognitive skills specifically influence employability.

Similarly, the findings for psychomotor entrepreneurship education corroborate Oludare et al. (2024), who demonstrated that experiential learning activities, including internships, practical projects, and fieldwork, positively affected graduates' employment generation and self-employment outcomes. The present study expands on this by showing that practical, hands-on skills cultivated through psychomotor entrepreneurship education significantly enhance employability, highlighting the importance of integrating applied learning components into business education curricula. The positive association between affective entrepreneurship education and employability observed in this study is consistent with Oyebola and Adeyemi (2024), who found that entrepreneurship education enhances students' confidence, attitudes, and intention to pursue entrepreneurial ventures. This suggests that graduates who are motivated, self-confident, and resilient are more likely to secure employment or successfully start businesses. Unlike Oyebola and Adeyemi, this study demonstrates that these attitudinal dimensions also have measurable impacts on actual employability outcomes, not just intentions.

For normative entrepreneurship education, the significant relationship with employability resonates with the recommendations of Usa-adi and Umogbai (2022), who emphasized the role of ethical and socially responsible entrepreneurship education in promoting job creation among graduates. The current study confirms that normative competencies, such as ethical awareness and social responsibility, enhance employability by aligning graduates' professional conduct with employer expectations and societal standards.

Finally, the findings also indirectly support the role of knowledge management practices highlighted by Akinyemi et al. (2024), which demonstrated that knowledge acquisition and sharing improve educational quality and indirectly contribute to employability. In the present study, cognitive, affective, normative, and psychomotor dimensions can be viewed as structured knowledge management processes within entrepreneurship education, collectively enhancing graduates' competencies and employability readiness. In summary, the study establishes that all four dimensions of entrepreneurship education significantly enhance employability, providing empirical evidence for targeted curriculum development. Unlike previous studies that focused on intentions, single dimensions, or broader educational contexts, this research quantifies the contribution of each entrepreneurship education dimension to measurable employability outcomes among business education graduates in Rivers State.

## CONCLUSION

The study examined the relationship between the four dimensions of entrepreneurship education cognitive, affective, normative, and psychomotor and the employability of business education graduates in Rivers State. The findings revealed that all four dimensions positively and significantly influence employability, indicating that graduates who acquire knowledge, develop positive

attitudes, adhere to ethical norms, and gain practical entrepreneurial skills are more likely to secure employment or engage successfully in self-employment ventures.

These results demonstrate that entrepreneurship education is not only an academic exercise but a strategic tool for enhancing graduates' readiness for the labor market, promoting self-reliance, and fostering sustainable economic growth. The study also confirms prior research that emphasizes practical skill acquisition, motivation, ethical awareness, and applied learning as critical components in preparing graduates for real-world business challenges (Ajamobe, 2021; Oludare et al., 2024; Oyebola & Adeyemi, 2024; Usa-adi & Umogbai, 2022).

## RECOMMENDATIONS

1. Universities and business education departments should revise curricula to emphasize cognitive entrepreneurship competencies, such as opportunity recognition, critical thinking, and problem-solving. This can be implemented by curriculum committees and faculty members, ensuring that courses include case studies, simulations, and analytical exercises that prepare graduates for employability.
2. Institutions should integrate practical entrepreneurship activities including internships, business simulations, and project-based learning into academic programs. This recommendation is actionable by academic staff, industry partners, and career development offices, who can collaborate to provide real-world exposure that enhances hands-on skills and self-employment readiness.
3. Business education programs should implement mentorship schemes, workshops, and entrepreneurial motivation programs to strengthen students' confidence, self-efficacy, and willingness to take calculated risks. This should be carried out by career guidance units, faculty mentors, and student support services, promoting positive attitudes that translate into employability.
4. Graduates should be trained on ethical business practices, social responsibility, and professional conduct to ensure employability and credibility in the labor market. Implementation can be driven by faculty, university ethics committees, and professional associations, embedding ethical decision-making and community-oriented entrepreneurship into both classroom instruction and practical projects.

## Alignment with Sustainable Development Goals (SDGs)

The findings of this study, which examined the influence of cognitive, affective, normative, and psychomotor dimensions of entrepreneurship education on the employability of business education graduates in Rivers State, align closely with several United Nations Sustainable Development Goals (SDGs).

1. SDG 4: Quality Education: The study emphasizes the need for a multidimensional entrepreneurship education curriculum that equips graduates with knowledge, skills, attitudes, and ethical awareness essential for employability. By integrating cognitive, affective, normative, and psychomotor competencies into business education programs, the study promotes inclusive, equitable, and quality education, which is central to SDG 4 (UNESCO, 2022).

2. SDG 8: Decent Work and Economic Growth: Entrepreneurship education directly enhances graduates' employability, self-employment capacity, and entrepreneurial mindset. This contributes to sustainable economic growth, productive employment, and decent work for all, which are core targets of SDG 8. The study's findings highlight that graduates equipped with entrepreneurial competencies are better positioned to start businesses, generate jobs, and reduce unemployment, thereby fostering local economic development in Rivers State.

3. SDG 9: Industry, Innovation, and Infrastructure: Through emphasis on psychomotor and cognitive skills, the study underscores the importance of innovation and applied learning in entrepreneurship education. By preparing graduates to innovate, manage enterprises, and engage

in practical problem-solving, the study supports inclusive and sustainable industrialization and innovation, aligning with SDG 9. Graduates with practical entrepreneurial skills can contribute to the development of micro, small, and medium enterprises (MSMEs), driving technological adoption and business growth.

4. SDG 5: Gender Equality (Indirectly): Although not a primary focus, entrepreneurship education designed around these four dimensions can empower all graduates, including women, to participate fully in economic activities. Equitable access to entrepreneurship training and mentorship fosters gender-inclusive employability opportunities, indirectly supporting SDG 5. In summary, the study's outcomes demonstrate that entrepreneurship education is not only an academic imperative but also a strategic tool for achieving sustainable development. By enhancing employability and entrepreneurial readiness among business education graduates, the study contributes to achieving SDGs 4, 8, 9, and indirectly 5, highlighting the broader societal and economic significance of a multidimensional entrepreneurship curriculum.

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## Appendix A
## Questionnaire form

| S/n | Variable | Question / Statement | SA | A | MA | D | SD |
|---|---|---|---|---|---|---|---|
| 1 | Cognitive Entrepreneurship Education | I have gained skills to identify and analyze viable business opportunities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | Cognitive Entrepreneurship Education | I can apply theoretical knowledge of entrepreneurship to real-world business problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | Affective Entrepreneurship Education | I am motivated to pursue entrepreneurship as a career. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | Affective Entrepreneurship Education | I have confidence in my ability to take calculated business risks. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | Normative Entrepreneurship Education | I understand the ethical and social responsibilities involved in running a business. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6 | Normative Entrepreneurship Education | I am committed to applying entrepreneurial knowledge for the benefit of my community. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7 | Psychomotor Entrepreneurship Education | I can develop business plans and operational procedures effectively. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8 | Psychomotor Entrepreneurship Education | I have practical skills in managing business resources efficiently. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9 | Employability | The skills I acquired during my business education program make me employable in the labor market. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10 | Employability | I feel confident in securing employment or starting a business after graduation. | ☐ | ☐ | ☐ | ☐ | ☐ |

## Appendix B
## SPSS output

```
CORRELATIONS
  /VARIABLES=VAR00001 VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

### Correlations

**Notes**

| | | |
|---|---|---|
| Output Created | | 14-MAR-2026 06:21:09 |
| Comments | | |
| Input | Active Dataset | DataSet0 |
| | Filter | <none> |
| | Weight | <none> |
| | Split File | <none> |
| | N of Rows in Working Data File | 240 |

| | | |
|---|---|---|
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| | Cases Used | Statistics for each pair of variables are based on all the cases with valid data for that pair. |
| Syntax | | CORRELATIONS /VARIABLES=VAR00001 VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE. |
| Resources | Processor Time | 00:00:00.03 |
| | Elapsed Time | 00:00:00.06 |

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Cognitive Entrepreneurship Education | 3.04 | 1.702 | 240 |
| Employability | 3.03 | 1.560 | 240 |

**Correlations**

| | | Cognitive Entrepreneurship Education | Employability |
|---|---|---|---|
| Cognitive Entrepreneurship Education | Pearson Correlation | 1 | .655** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .655** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS
  /VARIABLES=VAR00001 VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

**Correlations**

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Affective Entrepreneurship Education | 2.99 | 1.710 | 240 |
| Employability | 2.97 | 1.578 | 240 |

**Correlations**

| | | Affective Entrepreneurship Education | Employability |
|---|---|---|---|
| Affective Entrepreneurship Education | Pearson Correlation | 1 | .671** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .671** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS
  /VARIABLES=VAR00001 VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

**Correlations**

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Normative Entrepreneurship Education | 2.99 | 1.710 | 240 |
| Employability | 2.92 | 1.589 | 240 |

**Correlations**

| | | Normative Entrepreneurship Education | Employability |
|---|---|---|---|
| Normative Entrepreneurship Education | Pearson Correlation | 1 | .652** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .652** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS
  /VARIABLES=VAR00001 VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

**Correlations**

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Psychomotor Entrepreneurship Education | 2.93 | 1.723 | 240 |
| Employability | 2.86 | 1.603 | 240 |

**Correlations**

| | | Psychomotor Entrepreneurship Education | Employability |
|---|---|---|---|
| Psychomotor Entrepreneurship Education | Pearson Correlation | 1 | .669** |
| | Sig. (2-tailed) | | .000 |
| | N | 240 | 240 |
| Employability | Pearson Correlation | .669** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 240 | 240 |

**. Correlation is significant at the 0.01 level (2-tailed).