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Entrepreneurial Capability and Graduate Risk-Taking Behaviour: Implications for Sustainable Development Goals 4 and 8

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ABSTRACT
This study examined the impact of entrepreneurial capability on graduates' ability to take risks within the context of Nigeria's higher education system, emphasizing its contribution to Sustainable Development Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth). The paper relied on the Risk-Bearing Theory, Human Capital Theory, and Dynamic Capabilities Theory to examine the role of cognitive, behavioural, and strategic competencies in risk-taking behaviour among graduates. The study used a quantitative research design that involved taking data of 362 Covenant University graduates via a structured questionnaire and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings revealed that entrepreneurial capability positively and significantly influenced the willingness to take risks among graduates ($\beta = 0.572$, $p < 0.001$) explaining 32.7% of the variance in risk-taking behaviour. This implies that the enhanced opportunity recognition, innovation, flexibility, and strategic decision-making are of a great benefit to risk tolerance and entrepreneurial readiness. The paper concludes that entrepreneurship education needs to shift away from theorized instruction to the more experiential, capability-based approach that fosters practical risk-taking capability. The study recommended that curriculum changes, integration of mentorship, and policy alignment in order to have risk sensitive and innovatively oriented graduates who can contribute to the sustainable job creation and inclusive growth of the emerging economies such as Nigeria.
Keywords: *Entrepreneurial capability, Risk-taking behaviour, Higher education, Sustainable Development Goals, Economic growth.*

1. INTRODUCTION
Globally, education has traditionally been viewed as the foundation of human capital growth, cultural conservation, and national liberation. Over the past few years, higher-education framework has undergone a paradigm shift in which the traditional didactic teaching has evolved into entrepreneurial learning in accordance with the concept of universities as drivers of innovation and sustainable development (Guerrero & Urbano, 2021). Within this transformation, higher education institutions are expected not to only produce graduates, who are best suitable for white collar jobs, but also to nurture entrepreneurial thinkers capable of creating job opportunities and catalyze the development of inclusive economic growth.

The persistent rise in graduate unemployment in Nigeria despite the establishment of entrepreneurship education indicates a major paradox. The educational policy of the Federal Republic of Nigeria requires the incorporation of entrepreneurship and courses in skill acquisition into the curriculum of all higher-education institutions (Oyinlola et al., 2024). However, the unemployment level among graduates keeps increasing, with less than 5% allegedly becoming involved in micro- or small-scale businesses (Ogbari, 2023). This poses the relevant concerns about the efficiency of entrepreneurship education in cultivating the skills and risk-taking ability needed to venture into entrepreneurship.

Entrepreneurial capability as conceptualized in literature refers to the cognitive, behavioral and strategic abilities that allow individuals to identify, assess, and capitalize on opportunities in uncertain environment (Umoh, 2021; Akbar & Ayandibu, 2022; Dada, Adegbuyi & Ogbari, 2023). While entrepreneurship education aims to develop such capabilities, empirical findings in Nigeria indicates that there is limited gap between learning and actual entrepreneurial behaviour (Ogunsola & Saba, 2024; Umar, Okafor & Nweke, 2022). The Ability to take business risks shown by many graduates remains low, indicating that the existing pedagogical

concept might not be capable of converting entrepreneurial knowledge into action-oriented capability to a sufficient extent.

Risk-taking is an operational behavioural trait of entrepreneurship that describes the Ability to invest in uncertain outcomes (Ogbari, 2023). However, there are limited studies on the direct relationship between entrepreneurial capability and graduates' risk-taking propensity especially within the African higher-education context. Existing studies focus primarily on entrepreneurial intention or orientation, overlooking the cognitive and behavioural processes that translate entrepreneurial education into measureable risk-taking behaviour.

This paper draws on the Risk Bearing Theory presented by Knight (1921) which considers profit as an incentive to bear non-insurable risk and examines the role of entrepreneurial ability in risk-taking Ability among graduates. The paper places this analysis into the context of the higher-education system in Nigeria using graduates of Covenant University as a case study. The study contributes to understanding how entrepreneurship education can produce risk-tolerant, opportunity-seeking graduates that can promote SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). Therefore, the study addresses the question: To what extent does entrepreneurial capability influence graduates' Ability to take risks in venture creation. The study addresses a key gap in the literature as it connects the development of educational capabilities with entrepreneurial behaviour, thus giving insights into the manner in which universities can enhance the transformational capacity of entrepreneurship education to sustainable economic development.

2. LITERATURE AND THEORETICAL FRAMEWORK

Entrepreneurial capability has emerged as a critical concept in modern study of entrepreneurship, higher education and sustainable development. It involves the combination of cognitive, behavioral, and strategic skills that help individuals identify opportunities, mobilize resources, and adapt to uncertainty in the course of the venture creation process (Furr & Eisenhardt, 2021; Uford, 2022a; Frese & Gielnik, 2023). In the context of higher education, it summarizes the process of formal learning as actionable knowledge, thus preparing graduates not only to be employable but also to produce economic and social value. As nations align their educational systems with the Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), the development of entrepreneurial capabilities have becomes a critical component of innovation, employment, inclusive development and sustainable growth especially in emerging economies like Nigeria where graduate unemployment remains a persistent challenge (Akpan & Uford, 2024; Asuquo, 2023).

The theoretical foundation for this study on the relationship between entrepreneurial capability and graduate ability to take risk can be traced to three complementary views: Risk-Bearing Theory (1921) by Knight, Human Capital Theory (1964) by Becker and Dynamic Capabilities Theory (1997) by Teece, Pisano and Shuen. All these theories contribute different but connected information to understanding how education and experience develop an ability to identify opportunities, innovative and risk management. The Risk-Bearing Theory developed by Knight gives the behavioural foundation to entrepreneurship by stating the profit as the compensation to bear non-insurable risk in circumstances of uncertainty. Knight differentiated between measurable risk (insurable) and true uncertainty (not insurable), noting that entrepreneurial profit-making is made through judgment in areas where the results are not known. Therefore, risk taking in entrepreneurship is not arbitrary or spontaneous but is a calculated reaction to uncertainty in accordance with informed decision-making, experience, and ability. When applied to graduates, it means that more developed entrepreneurial capabilities, which are built through formal learning and exposure, are more likely to demonstrate the confidence, cognitive flexibility and self-efficacy necessary to participate in risk-oriented actions. As a result, Ability to risk-taking may be viewed as a result of accumulated capabilities and experiential learning.

The theory of Knight offers a behavioural explanation of risk-taking; the Human Capital Theory offers the educational explanation to capability development. According to Becker (1964), investing in education and learning new skills enhances productivity and the economic prospect of an individual. Human capital in entrepreneurship is expressed in the form of knowledge, analytical thinking, and problem-solving capabilities that improve the capacity to seek opportunities and cope with business-related challenges (Drakaki, 2025). Entrepreneurship education is a type of human capital investment that is aimed at developing technical and soft skills, which allow the individual to be creative, evaluate market opportunities, and manage uncertainty. This

perspective is continuously supported by studies, such as Dada et al. (2023) and Ogbari (2023), where they found that entrepreneurship education has a strong positive impact on self-efficacy, entrepreneurial orientation, and risk-taking readiness in university graduates. Thus, entrepreneurial capability is formed through human capital formation based on both formal and experiential learning and this facilitates behavioural preparedness to entrepreneurial risk-taking.

Dynamic Capabilities Theory (DCT) further extends the concept of how capability can be transformed into entrepreneurial behavior. According to Teece et al. (1997), dynamic capabilities refer to the ability of an organisation to integrate, create and reconfigure both internal and external competences in reaction to swiftly shifting environments. This theory describes the process through which individuals and organizations constantly modify their knowledge and resources in order to preserve innovation and competitiveness. In the case of entrepreneurship, dynamic capabilities describe the way individuals identify opportunities, exploit them by innovating and turning resources into growth. Dynamic capability in the context of graduate entrepreneurship represents the learning agility and adaptability through which individuals can convert educational inputs into entrepreneurial actionable competence (Ndaeyo et al, 2025). Graduates can develop effective decision-making skills, risk management, and decision making in the face of uncertainty, which defines entrepreneurial success, through reflective practice, experimentation, and feedback (Uford, 2022b). Thus, DCT offers a process-oriented description of how human capital (education and skills) gets transformed into entrepreneurial capability that facilitates effective risk management.

The combination of these theories allows perceiving entrepreneurial capability as a dynamic human capital asset that enables individuals to make informed and confident decisions in the face of uncertainty. Knight theory offers the behavioral explanation, Human Capital Theory offers the educational reasons, and Dynamic Capabilities Theory offers the explanations of the adaptive processes involved in forming and realizing capability in practice. The integration of these theories shows that entrepreneurial capability is not an inherent quality but a product of learning, experience, and constant improvement. The interaction within these frameworks implies that the Ability to take risk among graduates is a rational consequence of accumulated knowledge, enhanced judgment, and adaptive competence. This synthesis is also echoed by the findings of Ogbari, Ingomowei, and Ogunnaike, (2025) highlight that entrepreneurial capability can make one identify, select, and reorganise opportunities effectively; Ajamobe, (2021) who state that risk-taking is a behavioural expression of entrepreneurial capability; and Dada, et al. (2023), who find that entrepreneurial competence allows individuals to become innovative and exploit opportunities in Nigerian university students.

Based on this theoretical integration, it is important to conclude that graduates that have greater entrepreneur capabilities, i.e., opportunity recognition, innovation, resource mobilization, strategic decision-making, adaptability, and learning agility, tend to be more willing to take risks. In contrast, graduates who have low entrepreneurial ability can be more risk-averse and less willing to start or continue entrepreneurial activities. This theoretical assumption brings us to the hypotheses of the study, which is as follows:

H1: *Entrepreneurial capability has a significant positive influence on graduates' Ability to take risks.*

3. METHODOLOGY

This study employed descriptive quantitative research design to empirically assess the impact on entrepreneurial capability on graduates Ability to take risk. This design was selected based on the aim of the study to develop relationships between latent variables under a naturally occurring setting, as opposed to experimental manipulation. Quantitative methodology enables statistical generalisation, objectivity, and replicability the essential standards of modern entrepreneurship research (Creswell & Creswell, 2018; Saunders, Lewis & Thornhill, 2019). This was especially appropriate in testing the causal relationship between the two hypothesised variables, that is, entrepreneurial capability and graduate risk-taking behaviour based on the theoretical framework.

The population of the study comprised graduates of Covenant University, Ota, Ogun State, Nigeria, who completed their academic programmes between 2017 and 2021. Covenant University presents a perfect empirical study setting in this study by the virtue that the university has a high focus on entrepreneurship education, innovation, and employability as a core part of the undergraduate education. Records of the Alumni

Office of the University indicate that around 7,098 graduates were created during the given period. A sample size of 379 was calculated using the Yamane (1967) formula of finite populations at a 95% confidence level and a 5% margin of error, to guarantee statistical representativeness. Multi-stage sampling method was adopted to create a balance between methodological rigor and practical accessibility. The sample was purposively selected to include graduates who have entrepreneurial experience or who are interested in entrepreneurship; then, the participants were selected using convenience sampling (via the university alumni network and professional networking platforms like LinkedIn and WhatsApp) and simple random selection was conducted to ensure that the sample is equally represented among all available members (Etikan, Musa & Alkassim, 2016).

Primary data were collected through a structured questionnaire which was constructed according to the constructs found in the theoretical framework. The instrument was divided into three parts: demographic data, entrepreneurial capabilities, and graduates ability to take risks. Entrepreneurial capability was measured using six indicators, including opportunity recognition, innovation, resource mobilization, strategic decision-making, adaptability, and learning agility, which are based on prior research (Linde, Sjodin, Parida & Wincent, 2021). The Ability of risk-taking was measured using five behavioral variables: calculated risk-taking, managing uncertainty, financial tolerance, entrepreneurial confidence, and venture initiation. All the items were measured in terms of five-point Likert scale (between 1) strongly disagree and 5) strongly agree) as it is the typical practise in the field of entrepreneurial behaviour studies (Joshi, Kale, Chandel & Pal, 2015).

The validity and reliability of the instrument were determined through several procedures. Face validity was evaluated by conducting a pilot test with 30 graduates who were not part of the main sample, and content validity was established with the help of three scholars in the field of entrepreneurship and quantitative methodology. Internal consistency reliability was tested based on Cronbach alpha and composite reliability coefficients, which are above the 0.7 threshold suggested by (Hair, Hult, Ringle, & Sarstedt 2021). Convergent validity was evaluated using Average Variance Extracted values (AVE) above 0.5, whereas discriminant validity was measured using the FornellLarcker criterion under SmartPLS 3.0. Ethical guidelines were also observed during data collection, such as informed consent, voluntary participation, and anonymity of responses.

Out of the distributed questionnaires (379), 362 were returned, which accounts to a response rate of 95.5%. After data screening on completeness, consistency and outliers, the 362 responses were accepted as valid to analyse and serve in the final dataset. Data was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 3.0, which is appropriate in predictive modeling and exploratory theory testing in social science research (Hair et al., 2021). The analysis was conducted in two phases. The first evaluated the measurement model, which approved the reliability and validity of constructs in terms of indicator loadings, composite reliability, and the AVE. The second tested the structural model to examine the hypothesised relationship between entrepreneurial capability and the Ability to take risk. The use of bootstrapping with 5,000 subsamples produced t-statistics and p-values to evaluate whether the path coefficients were significant, whereas R^2 and f^2 were analysed to evaluate the power of the model and its magnitude of effect (Chin, 1998).

This rigorous methodology approach also guaranteed the attainment of both measurement precision and theoretical consistency and transparency. The combination of proven measurement, representative sampling, and complex statistical modelling gives empirical strength. The methodology contributes to the credibility, reliability, and reproducibility among university graduates in emerging economies.

4. RESULTS AND DISCUSSION

Results

The analyses began with the assessment of the demographic composition of the respondents in order to be able to contextualize the later results of the empirical study. Among the 379 questionnaires that were administered, 362 were valid in the analysis, which shows an effective response rate of 95.5%. Table 1 provides the demographic characteristics that indicate a balanced gender distribution (male = 48.6%; female = 51.4%) and the young, economically active population. Most of them (88.1%) were aged 19 to 30, implying that most participants are early-career graduates who are already in the active labour market. Approximately half of the people surveyed stated that they owned a registered business with 22.4%of the rest stating that their ventures were still unregistered. Moreover, the proportion of those who had started managing their businesses within the

past two years was 72.6%, which means that the majority of respondents are in the initial phase of becoming entrepreneurs. This population group can be viewed as a perfect environment to assess the role of entrepreneurial capabilities in shaping risk-taking behaviour among graduates in a fast-developing socio-economic context.

Table 1: **Demographic Characteristics of Respondents (n = 362)**

Variable	Category	Frequency	Percentage (%)
Gender	Male	176	48.6
	Female	186	51.4
Age (Years)	19–24	147	40.6
	25–30	172	47.5
	31–40	43	11.9
Registered Business	Yes	181	50.0
	No	100	27.6
	Not Yet Registered	81	22.4
Years Managing Business	< 1 year	142	39.2
	1–2 years	121	33.4
	3–4 years	64	17.7
	≥ 5 years	35	9.7

Source: Authors' computation (2025)

The demographic trend shows that the graduate population is young and economically active with almost half of them operating a registered business. The group is well placed to offer credible information on the correlation between entrepreneurial capability and risk-taking behaviour.

Measurement Model Evaluation

Measurement model was assessed to ensure reliability of indicators, internal consistency, convergent and discriminant validity. The construct indicators results are shown in Table 2. All item loadings were over 0.65, Cronbach, alpha was over 0.70 and composite reliability (CR) was over 0.70 and average variance extracted (AVE) were above 0.50. These values satisfy the established construct validity levels (Hair et al., 2021).

Table 2: **Construct Validity and Reliability**

	Loading	**t-stat**	**p-value**	**AVE**	**CR**	**rho_A**	**Cronbach's α**
Constructs		**≥ 0.7**	**>1.96**	**<.05**	**≥0.5**	**≥ 0.8**	**≥ 0.8**	**> 0.7**
Entrepreneurial Capability (EC)	EC1	0.877	37.98	0.000	0.604	0.858	0.838	0.781
	EC2	0.650	6.51	0.000				
	EC3	0.831	17.65	0.000				
	EC4	0.730	10.25	0.000				
Willingness to Take Risk (WR)	WR1	0.849	26.96	0.000	0.705	0.905	0.861	0.859
	WR2	0.900	27.24	0.000				
	WR3	0.807	16.19	0.000				
	WR4	0.799	13.98	0.000				

Source: SmartPLS 3.0 Output (2025)

Discriminant validity was assessed using the **Fornell–Larcker criterion**, which confirmed that the square roots of AVE (bolded) were higher than inter-construct correlations, indicating satisfactory discriminant validity (Table 3).

Table 3: **Discriminant Validity (Fornell–Larcker Criterion)**

Constructs	**EC**	**WR**

Entrepreneurial Capability (EC)	**0.778**	
Willingness to Take Risk (WR)	0.572	**0.839**

Source: SmartPLS 3.0 Output (2025)

Structural Model and Hypothesis Testing

The structural model was then tested to examine the hypothesised relationship between entrepreneurial capability and willingness to take risk. Table 4, shows the path coefficient between EC and WR is positive and significant (β = 0.572, t = 7.590, p < 0.001)**,** demonstrating that higher entrepreneurial capability enhances graduates' propensity to take calculated entrepreneurial risks. The model's explanatory power **(**R^2 = 0.327**)** implies that entrepreneurial capability accounts for 32.7% of the variance in risk-taking behaviour. The effect size (f^2 = 0.586) indicates a strong predictive influence, and the Q^2 = 0.214 value confirms predictive relevance. The Variance Inflation Factor (VIF) values were all below 3.0, confirming no multicollinearity issues.

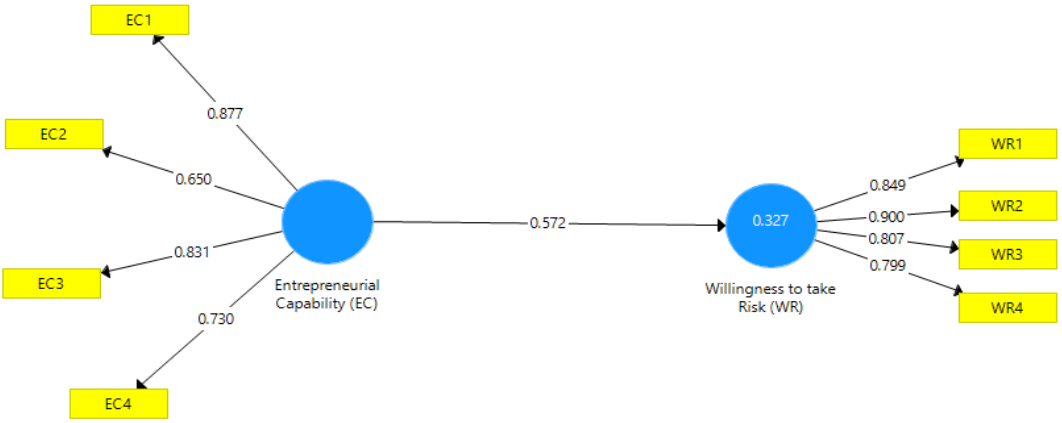

Figure 1: Structural Path Model

Table 4: Structural Model Path Coefficients

Path	B	Std. Error	t-value	p-value	f^2	R^2	Adj. R^2	Q^2	VIF	Decision
EC → WR	0.572	0.075	7.590	0.000	0.586	0.327	0.320	0.214	< 3.0	Supported

Source: SmartPLS 3.0 Bootstrapping Results (2025)

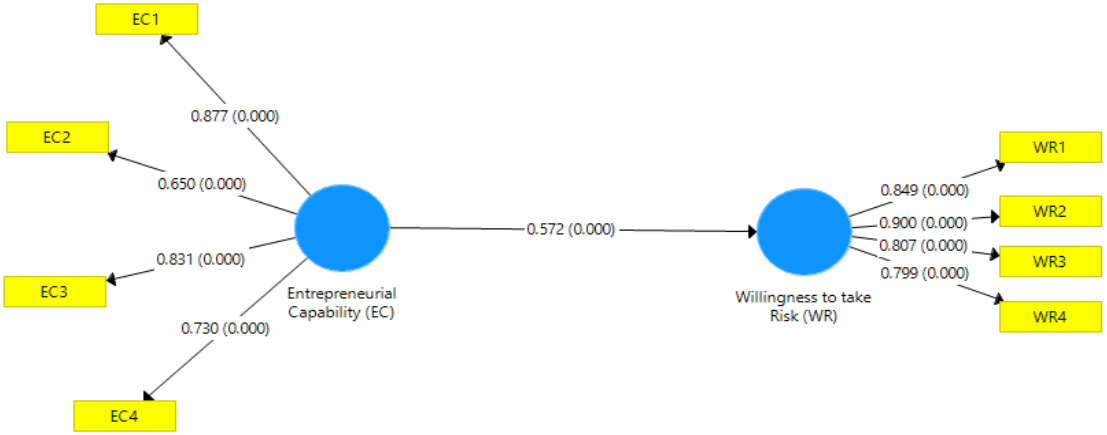

Figure 2: PLS Bootstrapping Model with β and P values of entrepreneurship capability and willingness to take risk

In Figure 2, you will find a p-value that indicates the level of probability. It is important to emphasize that for the probability to be considered significant, the values must be less than 0.05. The research instrument presented in Figure 2 shows that all the measurement items related to entrepreneurship capability and willingness to take risks are indeed significant, with a p-value of <0.05.

Discussion and Research Implications

This study highlights the relationship between entrepreneurial capability and graduates' willingness to take risk showing that graduate with greater entrepreneurial competences are more predisposed to calculated and opportunity-based risk-taking behaviour. The findings showed that entrepreneurial capability significantly and positively impacted the intention to take risks ($\beta = 0.572$, $p < 0.001$), indicating that the development of capability increased cognitive flexibility, confidence, and strategic judgement in circumstances of uncertainty. This finding supports the claim that entrepreneurship education not only provides graduates with technical capabilities but also prepares them with behavioural preparedness to deal with uncertain environments. It implies that the entrepreneurship education must be carefully combined with the experience of developing practical capabilities instead of being the purely theoretical aspect of the higher education programmes. Graduates who had experience in experiential learning - venture incubation, mentorship, and project-driven innovation - are better positioned to transfer entrepreneurial knowledge into practise in the risk-taking and risk-rewarding skills. The results are consistent with those of Dada, Adegbuyi and Ogbari (2023), and Ogbari (2023) who claimed that experiential entrepreneurship education builds self-efficacy, initiative, and psychological resilience in university graduates. On the same note, Furr and Eisenhardt (2021) highlighted that entrepreneurial capability is built through the process of continuous learning and adaptation, which subsequently improves decision-making in times of uncertainty.

Higher education institutions and policymaker's implication are that universities are encouraged to strengthen entrepreneurship programmes, through integrating both capability-based and problem-oriented pedagogies to integrate both theory and practise. For instance, institutions can incorporate business simulation games, design thinking courses, and community-based entrepreneurial programs to enable students have hands-on exposure to risk management and opportunity exploitation. Also, mentorship programmes that align students to successful entrepreneurs can also reinforce their knowledge on the real-world business issues, thereby making them more confident to make calculated entrepreneurial choices.

At the policy level, the results indicate that acquiring entrepreneurial skills among graduates is a strategic channel through which the Sustainable Development Goals (SDG 4 and SDG 8) have been reached. Quality education (SDG 4) that emphasizes entrepreneurial competence may be a basis of sustainable creation of employment and inclusive economic growth (SDG 8). This is in line with Akbar and Ayandibu (2022) who noted that entrepreneurial learning helps in job creation, innovation and national competitiveness. Policymakers must thus encourage better integration of universities, entrepreneurship development agencies, and industry stakeholders to make sure that graduates have the competencies to be able to detect and take advantage of new business opportunities.

The implication to educators and institutional leaders is also significant. Learning environments should be designed with considerations of reflective learning practice, innovation, and flexibility by business and entrepreneurship educators. The teaching must extend beyond the classroom to mentorship, internship and incubator programmes that help to replicate real entrepreneurship environments. This kind of experience enables the graduates to develop confidence, strength the willingness to take risk. Universities are also advised to integrate continuous feedback to measure the degree to which students are able to translate entrepreneurial learning into behavioural results in order to make entrepreneurship education provide actual developmental results.

For National development, enhancement of entrepreneurial capacity among graduates can greatly decrease youth unemployment and propel sustainable enterprise generation in Nigeria. Graduates with the capacity to assess and deal well with risk tend to start businesses that can lead to local employment and diversification of the economy. This supports the view of Guerrero and Urbano (2021) that higher education institutions are the major drivers of innovation and socio-economic transformation. Therefore, governments ought to increase investments on entrepreneurship education, capacity-building programmes, and innovation centres that cultivate risk-takers and opportunity seekers among young entrepreneurs.

Overall, this study concludes that entrepreneurial capability is an important driver of risk-taking behaviour among graduates and that it encapsulates the behavioural change that quality entrepreneurship education can produce. The implication goes further than theory of academics into the practical reform of curriculum, educational policy, and the strategy of national development. To advance the sustainable

development agenda, universities and policymakers should not think of entrepreneurship education as a formal academic necessity, but as a strategic investment in human capital that can turn uncertainty into opportunity. Higher education institutions have a direct role to play in sustainable job creation, economic sustainability, and national prosperity by producing risk-aware, innovative, and resilient graduates.

5. CONCLUSION AND RECOMMENDATIONS

This study examined the impact of entrepreneurial capability on graduates' willingness to take risks within the framework of Nigeria's higher education system, drawing connections to Sustainable Development Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth). The findings revealed that entrepreneurial capability is a significant and positive predictor of the likelihood of graduates to take calculated risks, meaning that graduates who possess greater levels of entrepreneurial competence, including innovation, opportunity recognition, adaptability, and strategic decision-making, stand a better chance of venturing into entrepreneurship without fear. The finding supports the idea that the risk-taking behaviour is not a spontaneous or irrational action but the logical result of the accumulated knowledge, self-efficacy, and dynamic learning. In essence, entrepreneurship education is critical in changing academic knowledge into action-based opportunities that are opportunity-driven, thereby enhancing economic inclusion and sustainability.

The findings emphasise that entrepreneurship education in Nigerian higher education institutions should not be accessory to theoretical teaching but should be transformed into a capability-based learning, applied system that proactively produces entrepreneurial judgement and behavioural flexibility. Universities that offer mentorship, innovation centres, and pragmatic entrepreneurial initiatives develop the space where students are able to make decisions and take risks in practise. This is consistent with the theoretical basis of Human Capital and Dynamic Capabilities theories, which highlight education and adaptive learning as major facilitators of entrepreneurial achievements. Therefore, improving entrepreneurial capacity by education is a channel to sustainable employment generation, youth empowerment, and long-term economic development of the nation.

Based on these insights, the following recommendations are proposed:

- Universities should implement practical entrepreneurship modules, including business simulations, incubator programs, and innovation challenges that allow students to apply theoretical knowledge in real-life contexts.

- There should be partnerships between universities, industry professionals, and successful entrepreneurs should be established to expose students to the realities of business risk-taking and opportunity exploitation.

- Government agencies and policymakers should prioritize funding and frameworks that promote entrepreneurship education as a strategic tool for achieving SDG 4 and SDG 8.

- Institutions should organize post-graduate entrepreneurship training, business acceleration programs, and alumni mentorship platforms to sustain capability growth beyond graduation.

- Entrepreneurship programs should include modules on resilience, creativity, and decision-making under uncertainty to strengthen psychological readiness for risk-taking. This can be done by the NUC.

Overall, this study confirm that entrepreneurial capability is an essential mediator between education and sustainable economic development. Universities that deliberately develop these strengths, by means of experience, reflection, and innovation-oriented teaching, will create graduates who are not only jobs worthy, but also able to produce decent work and national change. Through aligning educational practices with entrepreneurial action, institutions of higher learning in Nigeria have an opportunity to become key drivers of sustainable development in the 21st century knowledge economy.

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