



JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)

Vol. 5 SEPTEMBER - OCTOBER ; 2025
ISSN ONLINE: 3092-9253



Editor in-Chief
PROF. PATRICK C. IGBOJINWAEKWU

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.5, SEPTEMBER - OCTOBER; 2025

**JOURNAL OF
SCIENCE
EDUCATION AND
RESEARCH
(JSER), 5, SEPTEMBER -
OCTOBER; 2025**

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.5, SEPTEMBER - OCTOBER; 2025

© (JSER)

ISSN Online: 3092-9253

Published in October, 2025.

All right reserved

No part of this journal should be reproduced, stored in a retrieval system or transmitted in any form or by any means in whole or in part without the prior written approval of the copyright owner(s) except in the internet

Printed in Nigeria in the year 2025 by:



Love Isaac Consultancy Services (Publication Unit)

No 1 Etolue Street, Ifite Awka, Anambra State, Nigeria

+234-803-549-6787, +234-803-757-7391

EDITORIAL BOARD

Editor-in-Chief

Prof. Patrick C. Igbojinwaekwu

Editors

Dr. JohnBosco O.C. Okekeokosisi

Dr. Chris O. Obialor

Dr. Susan E. Umoru

Dr. Nkiru N.C. Samuel

Dr. Ahueansebhor, Emmanuel

Dr. Loveline B. Ekweogu

Dr. Odochi I. Njoku

Consulting Editors

Prof. Abdulhamid Auwal

Prof. Marcellinus C. Anaekwe

Dr. Peter I.I. Ikokwu

Federal University Kashere, Gombe State

National Open University of Nigeria

Nwafor Orizu College of Education

Nsugbe, Anambra State

EDITORIAL

Journal of Science Education and Research (JSER) is a peer-reviewed published Bimonthly. It aimed at advancing knowledge and professionalism in all aspects of educational research, including but not limited to innovations in science education, educational technology, guidance and counselling psychology, childhood studies and early years, curriculum studies, evaluation, vocational training, planning, policy, pedagogy, human kinetics, health education and so on. JSER publish different types of research outputs including monographs, field articles, brief notes, comments on published articles and book reviews.

We are grateful to the contributors and hope that our readers will enjoy reading these contributions.

Prof. Patrick C. Igbojinwaekwu
Editor-in-Chief

TABLE OF CONTENTS

Internship and Career Mentorship as Predictors of Employability Skills among Business Education Students in Tertiary Institutions in Anambra State Ilechukwu Eberechuku Theresa, Okoye Peter Izuoba (Ph.D)	1
Librarians' Artificial Intelligence Literacy and Attitude Towards the use of Artificial Intelligence Tools for Information Resource Management in the Library in Anambra State, Nigeria Umeji, Celestina Ebelechukwu	12
Inquiry-Based Learning as a Predictor of Secondary School Students Interest in Biology Uchechukwu H. Ejazube, Chinyere F. Okafor (Ph.D), Prof. Nneka R. Nnorom	24

**INTERNSHIP AND CAREER MENTORSHIP AS PREDICTORS OF
EMPLOYABILITY SKILLS AMONG BUSINESS EDUCATION STUDENTS
IN TERTIARY INSTITUTIONS IN ANAMBRA STATE**

¹Ilechukwu Eberechuku Theresa, ²Okoye Peter Izuoba (Ph.D)

¹tessyile00@gmail.com, ²piz.okoye@unizik.edu.ng

¹Department of Business Education,

²Department of Industrial Technology Education

^{1, 2}Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The paper examined internship and career mentorship as predictors of employability skills among business education students in tertiary institutions in Anambra State. The study was guided by two research questions and two hypotheses. The study adopted correlational research design. The population of the study comprised 237 final year Business Education students in tertiary institutions in Anambra State. The study adopted census sampling technique since the population was manageable. The instrument for data collection was a validated questionnaire structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of the instrument was determined using Cronbach Alpha Coefficient which gave an average value of 0.861. Simple linear regression was used to analyze the data. The study revealed that internship experience and career mentorship play significant roles in enhancing employability skills among business education students in tertiary institutions in Anambra State. Conclusively, these factors collectively contribute to developing critical competencies needed for the labour market vis-a-vis their importance in curriculum and programme development. The study recommended among others that tertiary institutions should strengthen and expand internship opportunities for business education students by collaborating with industries to provide hands-on experiences that enhance employability skills.

Keywords: *Internship, Career mentorship, Employability skills*

Introduction

Education remains a transformative asset that empowers individuals with the capacity to navigate life's challenges through the acquisition of relevant knowledge, skills, and critical thinking abilities. One educational course that exemplifies this transformative potential is business education, which plays a vital role in shaping both the intellect and employability of students. Business education covers a broad spectrum of disciplines such as economics, finance, marketing, and entrepreneurship, and is widely regarded as a foundational pillar for professional development. Scholars like Katsanakis (2025) emphasized that business education equips students with technical and practical skills that foster competence in managing real-world business operations. Through this training, students become capable of interpreting market trends, analyzing financial data, and leading teams effectively, skills necessary for today's competitive labour market.

Importantly, business education cultivates essential employability skills, which Okeke (2024) defined as transferable attributes like communication, teamwork, adaptability, and critical thinking that enhance a graduate's ability to secure and retain employment. In Nigeria, where the job market is highly saturated and increasingly demanding, the relevance of employability skills cannot be overstated. As Nebolisa (2024) observed, students who acquire these competencies are more likely to succeed professionally. Yet, beyond classroom instruction, it is the integration of practical learning experiences such as internships, career mentorship, and extracurricular activities that significantly strengthens students' employability prospects.

Internships offer hands-on learning that bridges the gap between theory and practice, allowing students to gain practical insights into industry operations (Ansari, 2025; Okoye & Ilechukwu, 2025). These experiences not only enhance technical proficiency but also foster soft skills like problem-solving, communication, and adaptability skills which Kapur (2024) considers indispensable in modern workplaces. Similarly, career mentorship provides tailored guidance from experienced professionals, helping mentees develop leadership qualities, receive constructive feedback, and build meaningful professional networks. This relationship becomes particularly instrumental in enhancing students' confidence and career clarity, preparing them for post-graduation transitions.

Understanding these dynamics is crucial, particularly in Anambra State, where youth unemployment is a persistent challenge. Without targeted interventions to promote employability, many students become vulnerable to deviant behaviours, as reported by Nte, Nte, Featherstone and Eyengho (2024) and Adenuga (2024). Therefore, educational institutions and policymakers must collaborate to redesign business education curricula to include internships and mentorship ensuring they are responsive to students' gender and age. This study aims to fill the research gap by examining how these factors predict employability among business education students in Anambra State, ultimately contributing to the development of context-specific strategies for enhancing graduate employability.

Statement of the Problem

The importance of employability skills can never be overstated because such skills are fundamental in equipping individuals with the abilities needed to secure and thrive in jobs. In Nigeria, where the economy faces numerous challenges such as unemployment, underemployment and economic instability exacerbated by factors like fluctuating oil prices and inadequate infrastructure, the need for employability skills is critical. Even graduates of business education programme, who are expected to possess the skills necessary for job creation or employment in various sectors, seemed to struggle to find suitable employment opportunities. This situation apparently makes some students vulnerable to social vices ranging from petty crimes to substance abuse as they seek means of livelihood.

In response to these challenges, factors such as internship, career mentorship and extracurricular activities have been advocated for as crucial pathways to enhancing employability skills among students. However, there remains a notable scarcity of empirical literature on these factors especially within Anambra State, Nigeria. This gap in research represents a significant opportunity for further study to explore how internship experiences, mentorship relationships and participation in extracurricular activities contributed to the development of employability skills among business education students in tertiary institutions in Anambra State.

It is against this therefore, that the study aimed to investigate internship and career mentorship as predictors of employability skills among business education students in tertiary institutions in Anambra State. By examining these factors empirically, the study seeks to provide insights that can inform educational policies, curriculum

development and interventions aimed at enhancing the employability and career readiness of students in the region.

Purpose of the Study

The main purpose of this study was to investigate internship and career mentorship as predictors of employability skills among business education students in tertiary institutions in Anambra State. Specifically, this study determined;

1. the predictive value of internship on employability skills of business education students in tertiary institutions in Anambra State.
2. the predictive value of career mentorship on employability skills of business education students in tertiary institutions in Anambra State.

Research Questions

The study was guided by the following research questions;

1. What is the predictive value of internship on employability skills of business education students in tertiary institutions in Anambra State?
2. What is the predictive value of career mentorship on employability skills of business education students in tertiary institutions in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 significant level.

1. internship experiences significantly predict employability skills among business education male and female students in tertiary institutions in Anambra State.
2. career mentorship significantly predicts employability skills among business education male and female students in tertiary institutions in Anambra State.

Methods

The study adopted correlational research design. The population of the study comprised 237 final year Business Education students in tertiary institutions in Anambra State. The institutions include: Nnamdi Azikiwe University, Awka; Chukwuemeka Odumegwu Ojukwu University, Igbariam; Federal College of Education (Technical), Umuze; Nwafor Orizu College of Education, Nsugbe and Madonna University, Ihialla. The study adopted census sampling technique since the population was manageable. Thus, the sample size was 237. The instrument for data collection was a validated questionnaire titled: Internship, Career Mentorship and Employability Skills (ICEQ). Items in the questionnaire were divided into three clusters: A, B and C. whilst cluster A dealt with Internship, clusters B and C dealt with Career Mentorship and

Employability Skills respectively. More so, clusters A and B had 10 items and structured on a four-point rating scale: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. Whilst, cluster C had 15 items on a four-point rating scale: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of the instrument was ascertained by single administration on a representative sample of 10 students (5 male and 5 female business education students) which gave the reliability coefficient values of 0.861, 0.845 and 0.863 respectively. The researchers with the help of two research Assistants administer 237 copies of the instrument physically and online while 200 copies were retrieved and analysed using linear regression analysis. R-value was used to answer the research questions and the hypotheses were tested at 0.05 level of significance. The r-value ranges from 0 to 1, with an r-value of 1 indicating a perfect positive correlation, 0 a total lack of correlation, and values in between suggesting varying degrees of linear relationship.

Results

Research Question 1: What is the predictive value of internship on employability skills of business education students in tertiary institutions in Anambra State?

Table 1: Model summary of the regression analysis of predictive value of internship on employability skills of business education students in tertiary institutions

Model	R	R-squared	Adjusted R Square	Std. Error of the Estimate
1	0.784 ^a	0.615	0.613	0.50265

a. Predictors: (Constant), Internship

Table 1 shows the predictive value of internship on employability skills of business education students in tertiary institutions in Anambra State. The results revealed that the r-value was 0.784 and the R-Squared value was 0.615. The R-squared value of 0.615 implies that internship predicts employability skills of business education students in tertiary institutions in Anambra State.

Research Question 2: What is the predictive value of career mentorship on employability skills of business education students in tertiary institutions in Anambra State?

Table 2: Summary of the regression analysis of predictive value of career mentorship on employability skills of business education students in tertiary institutions

Model Summary				
Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.804 ^a	.647	.645	.48137

a. Predictors: (Constant), Career Mentorship

Table 2 shows the results of the predictive value of career mentorship on employability skills of business education students in tertiary institutions in Anambra State. The results revealed that the r-value was 0.804 and the R-squared value was 0.647. The R-squared value of 0.647 indicates that career mentorship predicts employability skills of business education students in tertiary institutions in Anambra State.

H0₁: Internship experiences significantly predict employability skills among business education male and female students in tertiary institutions in Anambra State.

Table 3: Regression analysis of test of hypothesis on the predictive value of internship on employability skills of business education students in tertiary institutions

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
1 (Constant)	.008	.160		.050	.960	High Positive
Internship experiences	.964	.051	.784	19.045	.000	Predictive Value

a. Dependent Variable: Employability Skills, R = 0.784, R Square = 0.615, Adjusted R Square = 0.613

Table 3 shows the test of hypothesis one where the R-value was 0.784, R-square value was 0.615 and has a p-value of 0.00. This p-value is less than 0.05 which indicated that the null hypothesis was rejected and the alternative hypothesis was retained. Thus, internship experiences significantly predict employability skills among business education male and female students in tertiary institutions in Anambra State.

H02: Career mentorship significantly predicts employability skills among business education male and female students in tertiary institutions in Anambra State.

Table 4: Regression analysis of test of hypothesis on the predictive value of career mentorship on employability skills of business education students in tertiary institutions

Model	Coefficients ^a		Standardized Coefficients Beta	T	Sig.	Remark
	Unstandardized Coefficients B	Std. Error				
1 (Constant)	.721	.116		6.221	.000	High Positive
Extracurricular Activities	.784	.038	.804	20.396	.000	Predictive Value

a. Dependent Variable: Employability Skills, R = 0.804, R Square = 0.647, Adjusted R Square = 0.645

Table 4 shows the test of hypothesis two where the R-value was 0.804, R-square value was 0.647 and has a p-value of 0.00. This p-value is less than 0.05 which indicated that the null hypothesis was rejected and the alternative hypothesis was retained. Thus, career mentorship significantly predicts employability skills among business education male and female students in tertiary institutions in Anambra State.

Discussion

Internship experiences significantly predict employability skills among business education male and female students in tertiary institutions in Anambra State. This significant impact was due to the practical exposure and industry-relevant skills acquired during such programs. Internships serve as a bridge between academic learning and workplace demands, offering students hands-on experience in real-world business environments. Through internships, students develop critical skills such as communication, teamwork, problem-solving and time management, which are essential for their professional careers. Male and female students alike benefit from opportunities to apply theoretical knowledge to practical tasks, enhancing their technical competencies and understanding of workplace dynamics. In line with these findings, Nalumansi (2024) found that internships serve as a bridge between academic learning and workplace demands, equipping students with practical skills, industry-relevant knowledge and exposure to real-world challenges. These programs allow

students to apply theoretical concepts in practical settings, enhancing their technical competence, adaptability and problem-solving skills.

Both male and female students benefit equally from internship programs, as they are exposed to professional environments that foster interpersonal communication, teamwork and time management. For instance, Guerreiro-Aires and Garrett-Rucks (2025) findings attested that students who participated in internships reported higher confidence levels and were better equipped to handle workplace tasks compared to their peers without such experiences. This underscores the role of internships in bridging the gap between education and employability.

Career mentorship significantly predicts employability skills among business education students in tertiary institutions in Anambra State. This significant impact provides guidance, support and insights essential for professional growth. Mentors, often experienced professionals or educators, offer personalized advice, helping students identify their career goals and align their academic efforts with industry demands. Through regular interactions, students gain practical knowledge, develop problem-solving skills and enhance their decision-making abilities, which are critical for employability.

Mentorship fosters the development of soft skills such as effective communication, teamwork and networking, which are invaluable in professional environments. Additionally, mentors provide exposure to industry trends, equipping students with up-to-date information and enabling them to adapt to the dynamic job market. In Anambra State, where the labor market is competitive and opportunities can be limited, career mentorship helps bridge the gap between theoretical learning and practical applications, enhancing students' readiness for employment. For business education students, mentorship promotes confidence and clarity in navigating career pathways, encouraging proactive approaches to professional challenges. It also helps students build meaningful networks, increasing their visibility to potential employers. By nurturing employability skills, career mentorship ensures that students are well-prepared to meet the demands of the workforce and succeed in their chosen careers.

In agreement with these findings, Nabi, Walmsley, Mir and Osman (2024) found that career mentorship significantly impacts employability skills due to the structured guidance and support it offers in developing key professional competencies. Mentorship provides students with direct access to experienced professionals who help them navigate career challenges, understand industry expectations and align their

academic efforts with future employment demands. This guidance could foster the development of essential skills such as communication, leadership, teamwork and decision-making, which are critical in the workplace.

In attestation, Otu (2025) posited that those students who receive mentorship are better equipped to adapt to professional settings and demonstrate higher levels of confidence and preparedness. Male and female students benefit equally from the personalized attention provided by mentors, as it enables them to identify and leverage their strengths while addressing weaknesses. In affirmation to these findings, Ewuru, Abang, and Eleng (2024) affirmed that mentorship improves problem-solving abilities and enhances students' ability to make informed career choices, which directly influence their employability.

Conclusion

The study concludes that internship experiences and career mentorship play significant roles in enhancing employability skills among business education students in tertiary institutions in Anambra State, irrespective of gender. By implication, these factors collectively contribute to developing critical competencies needed for the labour market by underscoring their importance in curriculum and programme development.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Tertiary institutions in Anambra State should strengthen and expand internship opportunities for business education students by collaborating with industries to provide hands-on experiences that enhance employability skills.
2. Tertiary institutions should establish formidable mentorship initiatives that would enable experienced professionals guide students in developing career-oriented skills to ensure that the students are adequately prepared for work.
3. School authorities should encourage students' active participation in extracurricular activities, such as entrepreneurship clubs and leadership training in order to foster holistic development of employability skills among students.
4. Curriculum planners should prioritize inclusivity by ensuring that all students benefit from the internship and career mentorships, regardless of their gender or age.

References

- Adenuga, A. O. (2024). Socio-economic correlates of substance abuse among youth in Yaba local community development areas of Lagos State, Nigeria. *Fuoye Journal of Criminology and Security Studies*, 3(1), 88-97.
- Ansari, A. N. (2025). Enhancing real-world skills through internships: A qualitative exploration. in *innovative educational frameworks for future skills and competencies* (pp. 211-236). IGI Global Scientific Publishing.
- Ewuru, A. A., Abang, M. B., & Eleng, S. N. (2024). Influence of mentorship on career advancement of small-scale businesses operators In Calabar Municipality. *Global Journal of Educational Research*, 23(3), 371-378.
- Guerreiro-Aires, M., & Garrett-Rucks, P. (2025). Minoritized students' internship experiences in world languages: A Call for Research. *Dimensions*, 60.
- Kapur, R. (2024). Leadership skills: indispensable in leading to overall functioning of the organization. *International Journal of Information, Business and Management*, 16(3), 107-116.
- Katsanakis, I. (2025). Fostering entrepreneurial skills through business simulations: the pedagogical approach of the "business simulation-games" course. In *Integrating Simulation Tools into Entrepreneurship Education* (pp. 109-140). IGI Global Scientific Publishing.
- Nabi, G., Walmsley, A., Mir, M., & Osman, S. (2024). The impact of mentoring in higher education on student career development: a systematic review and research agenda. *Studies in Higher Education*, 4(3), 1-17.
- Nalumansi, P. (2024). *Mandated internship programs in higher education institutions and inclusive development: experiences of student populations in Uganda*. Doctoral dissertation, Arizona State University.
- Nebolisa, C. M. (2024). Business education programmes' effectiveness on the development of employability skills of business education students in tertiary institutions in Anambra State. *SK International Research and Development Journals*, 2(1), 44-55.
- Nte, N. D., Nte, U. N., Featherstone, C. R., & Eyengho, O. E. (2024). Youth Unemployment, Crime Incidence and the Challenges of Youth Development

- Programmes in Delta State, Nigeria. *Journal of Crime and Criminal Behavior*, 4(1), 25-63.
- Okeke, C. (2024). Teaching of practical entrepreneurship in business education: A panacea for skills development and job creation in Anambra State. *Journal Business Vocational Education*, 3, 34-43.
- Okoye, P. I. & Ilechukwu, E. T. (2025). Internship and extracurricular activities as predictors of employability skills needs of business education students in tertiary institutions in Anambra State. *Unizik Journal of Business Education and Entrepreneurship*, 1(1), 170-177.
- Otu, M. S. (2025). Exploration of career coaching programmes for employability skills acquisition. In *Career Coaching and Employability Skills Acquisition* (pp. 257-284). IGI Global Scientific Publishing.