

## **PROMOTING ENTREPRENEURIAL SKILLS ACQUISITION THROUGH BUSINESS EDUCATION PROGRAMME OF PUBLIC TERTIARY INSTITUTIONS IN ENUGU STATE FOR SELF-EMPLOYMENT**

**<sup>1</sup>Ezeabii I.C. Ph.D**

*Department of Business and Entrepreneurship Education,  
Enugu State University of Science and Technology,  
Enugu, Nigeria*

[ijeoma.ezeabii@esut.edu.ng](mailto:ijeoma.ezeabii@esut.edu.ng)

**<sup>2</sup>Ndom-Uchendu, M.N. Ph.D**

*Department of Vocational Education (Business  
Education Unit) Abia State University,  
Uturu, Nigeria.*

[maritha.uchendu@hotmail.com](mailto:maritha.uchendu@hotmail.com)

### **Abstract**

*This research work dwelt on promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State. Descriptive survey research design was used for the study. The population for the study comprised of 62 Business Educators in public tertiary institutions offering Business Education programme in Enugu State. The entire population was used hence, no sampling was done. Two research questions and two null hypotheses guided the study. Self-structured questionnaire validated by three experts was the instrument for data collection. The instrument was subjected to reliability test and a co-efficient of 0.76% was got using Crombach Alpha. Mean and standard deviation were used to answer the research questions while t-test was used to the null hypotheses at 0.05 level of significance. Only 57 copies of the instrument distributed were recovered (25 from universities, 32 from colleges of Education), giving 91.9% return rate. The findings indicated that Business Educators agreed with all the items enumerated as government-related and lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment ( $= 2.87, = 2.79$ ). There was no significant difference between the mean ratings of Business Educators in universities and those in colleges of Education with respect to government and lectures-related strategies for promoting entrepreneurial skills acquisition through Business Education programme for self-employment ( $P = 0.604 > 0.05, P = 0.748 > 0.05$ ). Based on the findings, it was recommended among others that lecturers in tertiary institution should as a matter of fact device ways to ensure that students are provided with data and materials necessary for entrepreneurial skills acquisition.*

**Key words:** Entrepreneurial skills, Business Education, self-employment

### **Introduction**

Unemployment is seen as epidemic ravaging the whole corners of Nigeria. Unemployment is a situation where people have the ability and are willing to work but do not have the work to do. Yusuf and Buhari (2017) refers to unemployed people as people who have the willingness and ability to work but the job is not there for them. The inability to get young people employed creates sense of vulnerability, idleness and attraction of illegal activities. The remedy to such deplorable situation is to



equip the youths with requisite skills needed for them to make positive changes, be self-employed, better their living and help develop the economy. This is made possible through functional education.

The Nigerian nation needs an educational system which impacts the relevant skills, knowledge, capacities, attitudes and values for wealth creation, poverty reduction for value re-orientation and empowerment. Agu (2016) opined that Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creations, employment generation, poverty alleviation and value re-orientation. This kind of educational system can only be achieved through Business Education programme in tertiary institutions.

Business Education is an educational programme that embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices. According to Ezeabii (2017), Business Education is an aspect of Vocational Education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or for self-employment. Business Education is taught by male and female lecturers in tertiary institutions. Ezeabii (2017) observed that there is no gender bias in teaching and learning of the course in the university as both male and female students enroll for the programme and are exposed to the same skills. In essence, well planned Business Education programme should be able to produce male and female graduates armed with necessary skills for them to be self-employed.

Self-employment means you are involved in economic activities of production and distribution of goods and services but you are your own boss. Onoh (2013) defined self-employment as the promotions of free enterprise and self-sufficiency by creating and spreading wealth to the grass root level as a contribution to economic growth, employment generation and social process. However, the self-employment in question can only be achieved through Business Education programme via entrepreneurship education.

Entrepreneurship education is a programme aimed at training individuals on how to acquire skills and knowledge in order to apply available resources to start business and make success. Ekoh-Nweke, Mkpa and Ezeabii (2020) defined entrepreneurship training/education as a systematic, conscious and goal-oriented process, through which non entrepreneur individuals who have the necessary potentials are creatively trained. Entrepreneurship is seen as a tool for skills acquisition and job creation in any nation.

The Nigerian government through her Federal Ministry of Education introduced entrepreneurship education into the curriculum of tertiary institutions which include universities, polytechnics and colleges of education through their regulatory and supervisory agencies. These regulatory and supervisory agencies are Nigerian Universities Commission (NUC) National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). The objectives of entrepreneurship education at the tertiary level include:

1. Providing graduates with adequate training and initiatives in identifying noble business opportunities.
2. Providing functional education for youths so as to enable them to be self-employed and self-reliant.

Entrepreneurship education is taught in tertiary institutions in Enugu state. Enugu state is one of the 36 states in Nigeria and in the South-East geopolitical zone. The state has public and private tertiary institutions offering Business Education programme which labours entrepreneurship education as a course. The public ones are owned, run and controlled by the federal and state governments while the private ones are owned, run, and controlled by private individuals and organizations. The tertiary institutions in Enugu state offering Business Education are universities and colleges of education. The universities award Degree and post-graduates degrees in Business Education while the colleges of Education awards National Certificate of Education (NCE). It is expected that the



entrepreneurship education in those tertiary institutions will arm the students with entrepreneurial skills for job dexterity and self reliance.

Skill is the ability to perform expertly well, facility in performance with dexterity and tact through what one has learnt and practiced in training (Onoh 2013). Tertiary institution students need entrepreneurial skills. Ezeabii, Ekoh-Nweke and Agbo (2020) defined entrepreneurship skills as those human attributes and dexterity used for establishment, management and controlling of investment opportunities for economic gain.

Nevertheless, for the aim of entrepreneurship education to be achieved in tertiary institutions in Enugu state and in the lives of the graduates, the programme has to be promoted. Promotion involves improvement of the programme by all concerned. Business Education programme and entrepreneurial skills acquisition has to be promoted by all stakeholders by their being actively involved in playing their parts very well. The stakeholders include the government, the institutions administration, the lecturers, the students themselves and the community the institutions are situated in. With respect to this study, the government and lecturers as stakeholders were discussed.

The Nigerian government as a stakeholder through appropriate agencies should enforce the implementation of the policies with respect to entrepreneurship in tertiary institution. The government should provide the fund needed for the implementation as entrepreneurship involves a lot of fund. Also, the government should make provisions for training of lecturers on practical entrepreneurial skills, provide facilities and employ technical assistants needed by tertiary institutions for entrepreneurship education. To buttress the above, Olaitan (2017) opined that proper funding is very essential if the goals and objectives of entrepreneurship education are to be achieved. Quality and relevant equipment should be acquired and there is need for proper monitoring and adequate maintenance of such equipment.

Secondly, the government should provide incentives to lecturers and students to motivate them. Also, entrepreneurial mindsets can be awakened in the students and lecturers alike when the government provide school based enterprises which will help entrepreneurial attributes to them. According to Kehinde (2019) government should establish students enterprise centres for the students at all levels of education to provide business advice, mentorship and other practical support towards the realization of self-employment aspirations of the students.

Further, the objectives of entrepreneurship cannot be achieved in tertiary institutions for students skills acquisition towards self employment if the lecturers who are also stakeholders do not play their part very well. Most of these lecturers are Business Educators who have degrees and Post – graduate degrees in Business Education. It is expected that these lecturers should combine teaching methods and use more of students centred interactive approach to teach for conceptualization of facts by students. They should try and cover the curriculum set and provide adequate practical experiences for the students. Obaji Anosike and Ezeji (2019) concurred that for teaching entrepreneurship, teachers should use learner- centred teaching methods that are activity-based during Business Education curriculum implementation to promote active participation of all learners so as to enhance acquisition of entrepreneurial skills for job and wealth creation. In essence, lecturers should make sure that students are provided with the right data and materials necessary to focus their thinking and interaction in the lesson for the process of information analysis.

From the foregoing, mentoring and monitoring of the students learning experiences to checkmate the achievement of the set objectives are expected of the lecturers. Nevertheless, the lecturers cannot achieve the above if they are not trained and retrained. Hence, they need to avail themselves for workshops and seminars towards capacity building. Owaji, Dambo and Owaji (2017) affirmed that for achievement of entrepreneurship education, teacher training and retraining packages should be provided and university authorities should endeavour to organize workshops and in-service training programmes for Business Educators.



Despite all these inevitable necessities for the acquisition of entrepreneurial skills it has been observed that there is a mis-match between the education acquired by the graduates of Business and display of competency. Hence, some of them roam about the streets in search of non existing jobs. Ezeabii (2017) observed that some Business Education graduates join other graduates in roaming about the streets looking for paid employment. These ought not to be so and the situation must not be left unattended. Upon this backdrop, there is need to ascertain the strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self employment.

This research work anchored on Need for Achievement Theory (NAT) by McClelland (1965). The theory shows the functionality of strong relationship between need for achievement, economic development and entrepreneurial activities. The theory states that there would be relatively greater amount of entrepreneurial activities in the society, where the average level of need achievement is relatively high. This theory is related to the current study in that when students are taught/motivated to have high need for achievement is life through entrepreneurship education, there is greater tendency for them to set up their own businesses after graduation and be self-employed.

### **Purpose of the Study**

The main purpose of this study was to determine strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment. Specifically, the study sought to determine the:

- 1) Government – related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.
- 2) Lecturers – related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

### **Research Questions**

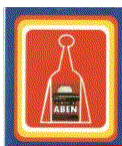
The following research questions guided the study.

- 1) What are the government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?
- 2) What are the lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?

### **Null Hypotheses**

The following null hypotheses tested at 0.05 level of significance guided the study:

- 1) There is no significant difference between the mean ratings of Business Educators in universities and those of colleges of education with respect to government related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.
- 2) A significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.



## Method

The design of the study is descriptive survey research design which focuses on the observation and perception of existing phenomenon and allows for the collection of data with the use of questionnaire. The area of study is Enugu State. The population for the study is 62 Business Education (27 from universities, 35 from colleges of education) in four public tertiary institutions offering Business Education programme in Enugu State. The population was manageable hence, no sampling.

The instrument was self-structured questionnaire which was validated by three experts. The instrument was subjected to reliability test using Chronbach Alpha and a coefficient of 0.76 was realized. Five copies of the questionnaire were not retrieved, hence 57 copies (25 from universities and 32 from colleges of education) were used for data analyses. This resulted to 91.9 percent return rate. Mean and standard deviations were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance using spss version 23.0. Upper and lower limits of the mean were used for decision making. Hence: 3.50 - 4.00 = strongly Agree, 2.50 - 3.49 = Agree, 1.50 - 2.49 = Disagree, 1.00 - 1.49 = Strongly Disagree. For the test of hypothesis, the null hypothesis was not significant where the calculated p value was greater than .05 level of significance otherwise it was significant

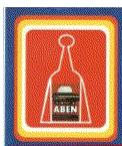
## Results

### Research Question 1

What are government –related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

**Table 1: Mean ratings and standard deviations on government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-reliance.**

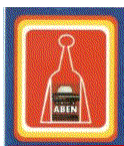
| Institutions in Enugu State for self-reliance. |                                                                                                                                                          |                          |                       |                                 |      |                            |  |      |      |          |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|---------------------------------|------|----------------------------|--|------|------|----------|
| S/NO                                           | Government strategies for promoting entrepreneurial acquisition include:                                                                                 | related promoting skills | Universities<br>n =25 | Colleges of Education<br>n = 32 |      | Aggregate Scores<br>n = 57 |  |      |      |          |
|                                                |                                                                                                                                                          |                          |                       | SD                              |      | SD                         |  | G    | SDG  | Decision |
| 1                                              | Government should provide the fund needed for implementation of entrepreneurship skills acquisition                                                      |                          | 2.88                  | 1.05                            | 3.31 | 0.95                       |  | 3.12 | 0.98 | Agree    |
| 2                                              | Government should provide quality and relevant equipment for entrepreneurship skills acquisition in these institutions.                                  |                          | 2.88                  | 1.17                            | 3.25 | 1.02                       |  | 3.09 | 1.09 | Agree    |
| 3                                              | Government should make proper provisions and establishment of school based enterprises for business advice, mentorship, other practical supports towards |                          | 2.72                  | 1.06                            | 3.31 | 1.00                       |  | 3.05 | 1.06 | Agree    |



acquisition of entrepreneurial skills.

|                                          |                                                                                                                                                                                    |             |             |             |             |             |             |              |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| 4                                        | Government should provide incentives to lecturers to motivate them for entrepreneurship skills impartation in students                                                             | 2.56        | 0.87        | 2.50        | 1.11        | 2.53        | 1.00        | Agree        |
| 5                                        | Government should enforce the implementation of the policies with respect to entrepreneurship in tertiary institutions                                                             | 3.12        | 1.17        | 2.97        | 1.15        | 3.04        | 1.15        | Agree        |
| 6                                        | Government should train lecturers towards entrepreneurial skills acquisition through workshops and seminars.                                                                       | 2.60        | 1.00        | 2.66        | 1.10        | 2.63        | 1.05        | Agree        |
| 7                                        | Government should employ and post technical assistants for entrepreneurial programme in tertiary institutions.                                                                     | 3.20        | 1.12        | 3.12        | 1.07        | 3.16        | 1.08        | Agree        |
| 8                                        | Government should ensure proper monitoring and maintenance of entrepreneurship equipment in tertiary institutions.                                                                 | 2.76        | 1.05        | 2.66        | 0.92        | 2.70        | 1.00        | Agree        |
| 9                                        | Government should supply tertiary institutions libraries with current entrepreneurial textbooks with local background.                                                             | 2.88        | 1.09        | 2.69        | 1.12        | 2.77        | 1.10        | Agree        |
| 10                                       | Government should incorporate in the entrepreneurial curriculum of tertiary institutions that students acquire entrepreneurial skills in particular vocational area on graduation. | 2.80        | 1.04        | 2.41        | 1.27        | 2.58        | 1.18        | Agree        |
| <b>Grand Mean and Standard Deviation</b> |                                                                                                                                                                                    | <b>2.84</b> | <b>1.06</b> | <b>2.89</b> | <b>1.07</b> | <b>2.87</b> | <b>1.07</b> | <b>agree</b> |

Result on table 1 indicates that the respondents agreed with items 1-10 with aggregate mean ranging from 2.53 to 3.16 as government related strategies for promoting entrepreneurial skills acquisition through Business Education programme in public tertiary institutions in Enugu State for



self-employment. The cluster aggregate mean of 2.87 confirms that. Also, the aggregate standard deviations ranged from 0.98 – 1.18 with a cluster standard deviation of 1.07. this depicts homogenous opinion of the respondents.

### Null Hypothesis 1

There is no significant difference between the mean ratings of Business Educators in universities and those in colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.

**Table 2: t-test analysis on the mean scores of Business Educators in universities and colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.**

| Group                 | N  | Mean | SD   | t    | Df | sig   | Decision |
|-----------------------|----|------|------|------|----|-------|----------|
| Universities          | 25 | 2.84 | 1.06 | 0.52 | 55 | 0.604 | NS       |
| Colleges of Education | 32 | 2.89 | 1.11 |      |    |       |          |

From the spss output on table 2, the P value is greater than the significant level ( $0.604 > 0.05$ ). The null hypothesis is not rejected. Therefore, there is no significant difference between the mean ratings of Business Educators in universities and those in colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

### Research Question 2

What are the lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?

**Table 3: Mean ratings and standard deviations on lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.**

| S/NO | Lecturers-related strategies for promoting entrepreneurial skills acquisition include:                                    | Universities<br>n =25 | Colleges of Education<br>n = 32 | Aggregate Scores<br>n = 57 |      |          |      |          |
|------|---------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------|----------------------------|------|----------|------|----------|
|      |                                                                                                                           | SD                    | SD                              | G                          | SDG  | Decision |      |          |
| 11   | Lecturers should provide students with data and materials necessary to focus their thinking and interactions in the class | 2.32                  | 1.15                            | 2.16                       | 0.95 | 2.23     | 1.04 | Disagree |
| 12   | Lecturers should use learner-centered teaching methods in teaching for conceptualization                                  | 3.00                  | 1.00                            | 3.19                       | 0.97 | 3.11     | 0.98 | disagree |



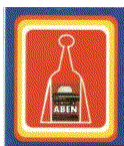
of facts.

|                                          |                                                                                                                                        |             |             |             |             |             |             |              |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| 13                                       | Lecturers should arouse the interest of the students in the class                                                                      | 2.64        | 1.00        | 2.63        | 1.01        | 2.63        | 0.99        | Agree        |
| 14                                       | Lecturers should enforce that students attend teaching and practical sessions                                                          | 3.16        | 1.03        | 3.19        | 1.06        | 3.18        | 1.04        | Agree        |
| 15                                       | Lecturers should try and cover the entrepreneurship curriculum before end of semester                                                  | 2.76        | 1.13        | 2.53        | 1.19        | 2.63        | 1.16        | Agree        |
| 16                                       | Lecturers should give students adequate analytical and practical assignments                                                           | 3.16        | 0.99        | 2.94        | 1.13        | 3.04        | 1.07        | Agree        |
| 17                                       | Lecturers should liaise with government and private establishments for students to visit and acquire entrepreneurial skills            | 3.08        | 0.91        | 3.13        | 0.94        | 3.11        | 0.92        | Agree        |
| 18                                       | Lecturers should mentor the students in entrepreneurial skills                                                                         | 2.48        | 1.23        | 2.72        | 1.02        | 2.61        | 1.11        | Agree        |
| 19                                       | Lecturers should avail themselves for knowledge in entrepreneurial skills through seminars and workshops.                              | 2.56        | 1.12        | 2.97        | 1.15        | 2.79        | 1.15        | Agree        |
| 20                                       | Lecturers should monitor the student learning experiences in entrepreneurship programme to checkmate the achievement of set objectives | 2.96        | 1.10        | 2.28        | 1.11        | 2.58        | 1.15        | Agree        |
| <b>Grand Mean and Standard Deviation</b> |                                                                                                                                        | <b>2.81</b> | <b>1.06</b> | <b>2.77</b> | <b>1.05</b> | <b>2.79</b> | <b>1.06</b> | <b>Agree</b> |

The result on table 3 indicates that respondents agreed with items 12-20 with aggregate mean ranging from 2.58 to 3.18 as lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of tertiary institutions in Enugu state for self-employment. The respondents disagreed with item 11 with mean score of 2.23. However, the cluster mean of 2.79 indicates agreed. The standard deviations range from 0.92 to 1.16 indicating that the opinions of the respondents are not divergent.

### Null Hypothesis 2

A significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.



**Table 4: t-test analysis on the mean scores of Business Educators in universities and colleges of education with respect to lecturers-related strategies for promoting Business Education programme of public tertiary institutions in Enugu State for self-employment.**

| Group                 | N  | Mean | SD   | t    | df | sig   | Decision |
|-----------------------|----|------|------|------|----|-------|----------|
| Universities          | 25 | 2.81 | 1.09 | 0.32 | 55 | 0.748 | NS       |
| Colleges of Education | 32 | 2.77 | 1.10 |      |    |       |          |

From the spss output on table 4, the p value is greater than the significant level ( $0.748 > 0.05$ ). The null hypothesis is not rejected. Therefore, a significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

### **Discussion of Findings**

From the findings of research question one, it was discovered that in order to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions, government should provide fund needed for implementation, provide quality and relevant equipment, make proper provisions and establishment of school-based enterprises for business advice and provide incentives to lecturers to motivate them. Also the government should enforce the implementation of entrepreneurial policies, train lecturers, monitor and maintain entrepreneurship equipment among others. These are in agreement with Olaitan (2017) who opined that proper funding is very essential if the goals and objectives of entrepreneurship education are to be achieved. Also, it concurs with the observations of Kehinde (2019) that government should establish students enterprise centres for the students at all levels of education to provide business advice, mentorship and other practical support towards the realization of self-employment aspirations of the students.

Subsequently, the findings of research question two revealed that in order to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions, lecturers should provide students with data and materials necessary to focus their thinking and interactions in class, use learner-centred teaching method in teaching, arouse the interest of the students in the class and enforce that students attend teaching and practical sessions, cover entrepreneurship curriculum before end of semester, mentor students in entrepreneurial skills, avail themselves for knowledge update among others. This is in line with the suppositions of Obayi, Anosike and Ezeyi (2019) that for teaching entrepreneurship, teachers should use learner-centred teaching methods that are activity based during Business Education curriculum implementation to promote active participation of all learners so as to enhance acquisition of entrepreneurial skills for job and wealth creation. The findings are also in agreement with the opinions of Owaji Dambo and Owaji (2017) that for the achievement of entrepreneurship education, teacher training and retraining packages should be provided and university authorities should endeavour to organize workshops and in-service training programmes for Business Educators.

The null hypotheses results indicates that there are no significant differences between the mean ratings of Business Educators in universities and those in colleges of education with respect to government and lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment. This implies that institution status is not a determinant factor for strategies to be used in promoting entrepreneurial skills acquisition in tertiary institutions.



### **Conclusion**

Government and lecturers related strategies can be used to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions in Enugu state for self-employment. Tertiary institution status is not a determinant factor for the strategies to be applied. Hence when the strategies identified are applied, they will go a long way towards helping our tertiary institutions products acquire entrepreneurial skills, be self-employed and employ others. It will help reduce unemployment rate and vices in the society.

### **Recommendation**

The following recommendations are hereby made:

1. Lecturers in tertiary institutions should as a matter of fact devise ways to ensure that students are provided with data and materials necessary for entrepreneurial skills acquisition.
2. Government should liaise with tertiary institutions authorities to provide and maintain entrepreneurship equipment for students use and proper skills acquisition.

### **References**

- Agu, B.O. (2016). Entrepreneurship Education: A panacea for unemployment in Nigeria. *Journal of Social Development s(2)*, 1-11.
- Ekoh-Nweke, A.C; Mkpa, A &Ezeabii, I.C. (2020). Entrepreneurial training strategies adopted by lecturers in developing business abilities in Nigeria university students. *International Journal of Research and Innovation in Social Sciences (IJRISS) 4(1)*, 276-282.
- Ezeabii, I.C. (2017). Entrepreneurial planning and organizational skills needed by Business Education students in public universities in South East states of Nigeria for self-employment. *Nigeria Journal of Business Education 4(2)* 195-204.
- Ezeabii, I.C.; Ekoh-Nweke, A.C. & Agbo, C.C. (2020). Entrepreneurial skills needed by Business Education students in public universities for effective management of bakery business in Enugu State. *Lafia Journal of Education 1(1)*, 299-313.
- Kehinde, T.M. (2019). Entrepreneurship Education: A pivotal engine for insecurity and unemployment among youths in Nigeria. *Vocational Business Educator 7(1)*, 29-37.
- McClelland, D (1965). Towards a theory of motive acquisition. *American Psychologist 20(5)*, 321-333.
- Obayi, A.U; Nosike, C.C. &Ezeyi, V.N (2019). Enhancing entrepreneurial skills for job and wealth creation through effective Business Education curriculum implementation. *Vocational Business Educator 7(1)*, 54-62.
- Olaitan, O.E (2017). Transforming the Nigerian Economy: Entrepreneurship Education as a strategy. *Nigerian Journal of Business Education 4(2)*, 61-68.
- Onoh, B.C.E.C (2013). *Fundamentals of Entrepreneurship Studies*. Enugu: Cheston Agency Ltd.
- Owaji, E.E.; Dambo, B.I. &Owaji, E.K.E. (2017). Entrepreneurship Education in Nigeria: A triangular approach for its workability. *Nigerian Journal of Business Education 4 (2)*, 315-320.
- Yusuf, K & Buhari, A.M. (2017). Business Education as a means of empowering Nigerians to combat unemployment and poverty. *Vocational Business Educator 5(1)*, 39-46.