

ENTREPRENEURSHIP EDUCATION AND ACQUISITION OF REQUISITE SKILLS AMONG STUDENTS OF BUSINESS MANAGEMENT EDUCATION IN ADAMAWA STATE POLYTECHNIC, YOLA ADAMAWA STATE, NIGERIA

¹ AYUBA, Mohammed Mamawa, ² YAKUBU, Bala, ³ UMAR, Bobboi, ⁴ BELLO, Salihu

^{1,2,3,4} Department of Business Management Education Adamawa State Polytechnic, Yola. Nigeria

DOI: <https://doi.org/10.56293/IJMSSSR.2022.4588>

IJMSSSR 2023

VOLUME 5

ISSUE 2 MARCH – APRIL

ISSN: 2582 - 0265

Abstract: The study examined entrepreneurship education and acquisition of requisite skills among students of business management education in Adamawa State Polytechnic, Yola, Adamawa State. Descriptive survey research design was employed for the survey. A total of 235 Diploma II final year business management education students made up the population for the study. The sample of the study was 199. Two research questions and two null hypotheses guide the conduct of the study. The instrument used for data collection was a questionnaire with Cronbach reliability coefficient of 0.86. The method used for analyzing the data collected for the study was mean and standard deviation for the research questions and t-test was used to test the null hypotheses at the 0.05 level of significance. The result of the data collected and analyzed indicated that acquisition of technical, accounting, marketing, and information and communication technology skills are highly required in entrepreneurship education by students of business education in colleges of education. The result of the test of the null hypothesis showed positive significant difference between the mean response of male and female students of business management education in Adamawa State Polytechnic, Yola. It was concluded that entrepreneurial skills are highly required by students of business management education. It was recommended among others that technical, financial, marketing, and ICT skills identified in this research should be included in the curriculum of business education so as to make students of business education employable or self-employed after graduation. Polytechnics should contribute to the development of entrepreneurs by providing entrepreneurship skills in all learning process; both state and federal governments should make funds available for the purchase materials and equipment for student's practical activities.

Keywords: Entrepreneurship Education, Requisite Skills, Acquisition, Business management Education

Introduction

Business education is that education that helps to provide skills, knowledge, competence and attitude necessary for effective employment in specific occupations. Ubolom (2000) stated that through business education, people acquire adequate attitudes, concepts knowledge, understandings and skills in business activities. Osuala (2010) defined business education as that aspect of vocational education, which emphasizes on job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas which enable the individuals operate in the environment in which such individuals find themselves. Udo (2008) viewed business education as a comprehensive activity-based educational program that is concerned with the acquisition of practical skills, understanding, attitudes, work habits and competences that are requisite to success in a chosen business occupation. As a vocational subject, it prepares the recipients to be self-reliant. Much of the interest that is placed on business education is because it equips students with adequate business skills and competencies for a useful employment. Obanya (2010) saw business education as an educational program offered at higher institutions which prepares students for careers in business through inculcating in them skills, knowledge about or useful in the business world. Okolocha, Ile and Okolocha (2012) opined that business education has such options as accounting, office technology, and marketing education; that will train her students for office careers or occupations for management of personal business ventures as entrepreneurs, distributors of goods and services or users of information. According to Okoye (2013), business education is an academic program that orients beneficiaries in the art of business making, service delivery, secretarial and stenography skills, account clerking, office information system and management.

Business education is also an educational programme that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Therefore, business education is the aspect of the total educational programme that provides the knowledge, skills understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers. Also business education leads to acquisition of relevant skills in different business subject areas. There is high increase in the demand for education at all levels in Nigeria that promotes skills acquisition for survival in the society; by the same token, it is through such education that the acquired skills can be transferred into business development, which will in turn contribute substantially to entrepreneurship, economic growth and development in Nigeria.

The term entrepreneurship education is the type of education given to individuals with a view to developing entrepreneurship qualities properly followed up with support services for smooth take off and successful running of business. Also entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspirations. Olufunwa (2009) view entrepreneurship education as a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay. In the same vein, Ezemoyih, (2011) opined that entrepreneurship education is the type of education that involves the acquisition of skills, ideas and management abilities necessary for self-reliant, and can turn around the economic fortunes of the country and reduce poverty level.

According to Adeola and Bolarinwa (2010) sees entrepreneurship education as a collection of formalized teaching that informs, trains and educate anyone interested in business creation or small business development. Maina (2013) stated that “entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Uzo-Onkonkwo and Oduh (2017) sees entrepreneurship education as the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. Entrepreneurship education is an integral part of business education as it helps an individual with requisite skills in managing business.

Business education being one of the vocational programme in Nigeria was targeted at empowering students with skills for the world of work and creates for them employment opportunities. Federal Republic of Nigeria (2013) provided that business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliance economically. Skill is the ability to do a task expertly, it is the ability coming from ones knowledge, practice, and aptitude etc. to do something well. Igwe (2008) cited that when somebody acquires skills in any occupation, such a person can establish his own business and even employ others. The person becomes self-reliant, self-sufficient and self-employed. Two fundamental issues come to the fore when a skill is to be acquired, according to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Therefore, skill is the acquired attitudes and behaviors after an exposure to theories and practices in the field of study. Skill is the ability to do something with a degree of proficiency resulting from certain behavior pattern in respect to smoothness, speed and accuracy.

Business education being one of the vocational programme that was targeted at empowering students with skills for employment opportunities after graduation, requisite skills is necessary. Requisite job skills are those essential skills that are needed to get most jobs, help employee to stay in a job and facilitate their promotion. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment. According to Olateju (2013) the acquisition of the requisite skills is a means of increasing the productive power of any nations. Oluwadare (2019) saw skill acquisition as the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write or manual such as learning to build or make something.

According to Ahmed (2017), requisite job skills include a breadth and depth of specialized knowledge that are needed in the labor market profile. Requisite skills are those skills that students develop during the lesson. Among the requisite skills a business education student should acquire should include Technical skills, Accounting skills, entrepreneurial marketing skills and ICT skills. Business education been skill acquiring discipline must inculcate in the recipients to have knowledge and skill of ICT. The premise that ICT is essential for bringing changes to classroom teaching and learning in educational systems around the world are under increasing pressure to the society and the world at large.

It was on the basis of this background that the study examined entrepreneurship education and acquisition of requisite skills among students of business management education in Adamawa State Polytechnic, Yola Nigeria.

Statement of the Problem

There is a noticeable large-scale unemployment problem that has since been facing graduates of business education of colleges of education in recent times. Unemployment is one of the most disturbing problems that is facing federal, state governments and unemployed graduates. Entrepreneurial learning environment and support tools are not available in our tertiary institutions. Adequate teachers to provide the needed appropriate skills and attitude are not available and where available they are in short fall. The situation has been exacerbated by mass production of graduates and school leavers from primary, secondary and tertiary institutions without any proper arrangement for their gainful employment. It is very certain that unemployment will continue to increase at an alarming rate owing to ill-acquisition of entrepreneurial skills amongst Nigeria graduates, especially those of business education (Adebisi, 2015). Thus, the business education student is also faced with the challenge of unemployment and striving to survive in the midst of the dwindling Nigerian economy.

The researchers personally observed and as well as from group discussion with other business educators in Adamawa state that a lot of business management education graduates are not engaged in any form of skill in a bid to make them productive and contribute significantly towards sustainable national socio-economic and human development. It appears that some of unemployed business management education graduates, who cannot engage themselves in any form of vacation either to start up a small business or to be self-reliant, acquire little or no skills in the course of their studies. It was also observed that even when there is availability of resources to start up a business some of these unemployed graduates still find it so difficult to start a business.

However, the intention of introducing entrepreneurship education seems not to be met as the rate of unemployment still persists. There are several graduates of business management education today who are not gainfully employed, thereby compounding the economic recession. This has brought a lot of worries, which could be as a result of inadequacy in requisite skills in the curriculum content and implementation of entrepreneurship education. The ugly situation has resulted in economic poverty among graduates of business management education, thus requiring a way-out through entrepreneurship education transformation. In comparison, the situation now is that most Diploma II business management education graduates of Adamawa State Polytechnic make little or no attempt to establish business of their own despite the abundant business opportunities in the state. Instead, they continued to besiege ministries and government offices in search of jobs that are either extremely few in supply or even non-existent. It is against this background that this study examined entrepreneurship education and acquisition of requisite skills among students of business management education in Adamawa State Polytechnic, Yola. Nigeria.

Purpose of the Study

1. Determine the influence of entrepreneurship education on the acquisition of technical skills by students of business management education in Adamawa state Polytechnic, Yola.
2. Ascertain the influence of entrepreneurship education on the acquisition of accounting skills by students of business management education in Adamawa state Polytechnic, Yola.

Research Questions

3. What is the influence of technical skills on the acquisition of entrepreneurship education by students of business management education in Adamawa state Polytechnic, Yola?
4. What is the influence of entrepreneurship education on the acquisition of accounting skills by students of business management education in Adamawa state Polytechnic, Yola?

Research Hypotheses

5. **H₀₁:** There is no significant difference in the mean responses of male and female business management education students regarding the acquisition of technical skills in entrepreneurship education in business management education in Adamawa state Polytechnic, Yola.
6. **H₀₂:** There is no significant difference in the mean responses of male and female business management education students regarding the acquisition of accounting skills in entrepreneurship education in Adamawa state Polytechnic, Yola.

Methodology

Descriptive survey design was used in conducting the study. The design involves collecting and analyzing the data gathered. According to Nworgwu (2015), descriptive survey is the one in which a group of people is studied by collecting and analyzing data from few people, considered to be representative of the entire group. The population for the study comprised of final year students of Business Management Education students Adamawa state Polytechnic, Yola. The population for the study was 235 students. The sample of the study was 199 respondents. Taro Yamene's formula in Uzoagulu (2011) was used to determine the sample size and simple random sampling technique was used to collect data from the respondents of 199 students that were used in the study.

The major instrument for data collection for this study was the questionnaire. According to Kerlinger and Howard (2008) questionnaire is the best instrument to gather data about the respondent's feelings, ideas, emotions and perceptions. The instrument was designed using four (4) point rating scale of Highly Required (HR), Averagely Required (AV), Slightly Required (SR), and Not Required (NR) with values of 4, 3, 2, and 1 respectively. Cronbach Alpha method was used to determine the internal consistency of the instrument. The choice of Cronbach alpha was based on submission of Madiha and Walid (2016) who opined that Cronbach's alpha is a statistics used to measure the internal consistency of questions in a questionnaire. A reliability coefficient of 0.86 was obtained, indicating that the instrument was quite reliable for the study.

The data collected for this study was analyzed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while t-test statistic was used to test the four (4) null hypotheses at 0.05 level of significance. The cut-off points for judgment was obtained from four rating scale. Any item with a mean rating that is equal to 2.50 or greater than 3.00 was considered as highly required while any item with a mean rating that is less than 2.49 was considered as not required. For the test of hypothesis, if p-value is less or equal to 0.05 ($p < 0.05$), the null hypothesis will fail to be retained. However, where p-value is greater or equal to 0.05 ($p > 0.05$), then the null hypothesis will be retained.

Results

Research Question One: What is the influence of technical skills on the acquisition of entrepreneurship education by students of business education in colleges of education in Adamawa state?

Table 1: Mean and standard deviation of responses on the Influence of Technical Skills on the Acquisition of entrepreneurship education by students of business management education

S/N	ITEM/STATEMENT	\bar{X}	SD	REMARKS
1.	Ability to project a good image	2.36	1.12	Not required
2.	Ability to have a good listening habit	2.84	0.97	Highly required
3.	Ability to demonstrate high level of cooperation with other stakeholders	2.84	1.00	Highly required
4.	Ability to be a good team builder	2.23	1.18	Not required
5.	Ability to use e-mail marketing	2.10	1.10	Not required
6.	Ability for coding and programming	2.84	0.97	Highly required
7.	Ability to create good network chain	2.78	0.97	Highly required

	for the business			
8.	Ability to prepare good written Communication	2.69	1.00	Highly required
9.	Ability to conduct quality oral presentation	2.30	1.13	Not required
10.	Ability to use web cast	2.02	1.13	Not required
Weighted Mean		2.50	1.06	Highly required

Source: Field Survey, 2023

Table 1, presented the mean ratings of respondents on the influence of technical skills on the acquisition of entrepreneurship education by students of business management education. The data in the table indicated that five of the items out of ten items on influence of technical skills on the acquisition of entrepreneurship education by students of business education had a mean value of 2.02 to 2.36 which fell within the range regarded as not required and also, five items had mean value of 2.69 to 2.84 which fell within the range highly required. The values of the standard deviation of the ten items ranged from 0.97- 1.18 which indicated that the responses of the respondents are close to one another to the mean.

On the overall, the data analyzed in table 1 showed a grand mean of 2.50 and standard deviation of 1.06 which showed that the respondents rated the items on the influence of technical skills on the acquisition entrepreneurship education by students of business management education in Adamawa State Polytechnic as highly required and are accepted by the respondents.

1. Research Question Two: What is the influence of entrepreneurship education on the acquisition of accounting skills by students of business management education in Adamawa state Polytechnic, Yola?

Table 2: Mean and standard deviation of responses on the Influence of Accounting Skills on the Acquisition of Entrepreneurship Education by Students of Business Management Education.

S/N	ITEM/STATEMENT	X	SD	REMARKS
1.	Ability to prepare and interpret financial statements	2.37	1.21	Not required
2.	Ability to analyze source of business fund	2.41	1.16	Not required
3.	Ability to prepare payrolls and various deductions	2.44	1.17	Not required
4.	Ability to prepare inventories	2.38	1.14	Not required
5.	Ability to source for and obtain loans	2.46	1.16	Not required
6.	Ability to prepare daily cash reports	2.80	0.95	Highly required
7.	Ability to post items to ledger and extract trial balance	2.84	0.96	Highly required
8.	Ability to keep sales and purchase records	2.82	0.95	Highly required
9.	Ability to prepare bank reconciliation statements	2.90	1.00	Highly required
10.	Ability to determine employee wage and benefits	2.85	1.00	Highly required
Weighted mean		2.63	1.07	Highly required

Source: Field Survey 2023

From the table 2. above it was revealed that from the 10 items presented, the respondents responded to not required on five items on the influence of financial skills on the acquisition of entrepreneurship education by students of business management education in Adamawa State Polytechnic. The table also revealed that the following skilled are rated by the respondents as highly required as entrepreneurial financial skills by students of business management education: ability to prepare daily cash reports, ability to post items to ledger and extract trial balance, ability to keep sales and purchase records, ability to prepare bank reconciliation statements, and ability to determine employee wage and benefits. Therefore, the five items in the table showed a mean value of

2.37 to 2.46 which falls within the range of not required. While the other five items in the table had a mean value of 2.80 to 2.90 which implies that they are highly required. The values of the standard deviation of the ten items ranged from 0.95- 1.21 which indicated that the responses of the respondents are close to one another to the mean.

On the overall, the data analyzed in table 3 revealed that the accounting skills are highly required by students of business management education of Adamawa state polytechnic Yola with a grand mean of 2.63 and standard deviation of 1.07, and are accepted by the respondents.

Test for Research Hypotheses

The null hypotheses of the study were tested using independent t-test to find the significant difference between the mean responses of male and female students. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 6 to 9 as follows:

1. H_{01} : There is no significant difference in the mean responses of male and female business management education students regarding the acquisition of technical skills in entrepreneurship education in business management education in Adamawa state Polytechnic, Yola.

Table 3: Summary of t-test of the difference between the mean ratings of male and female students on the acquisition of technical skills in entrepreneurship education Business Management Education.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	121	2.5139	0.3524	1.098	197	0.274	S
Female	78	2.5718	0.3803				

Source: Field survey, 2022

$P < 0.05$

Result on table 3 showed the mean difference between the response of male and female students on the acquisition of technical skills in entrepreneurship education in colleges of education. And in the above table, since t- cal of 1.098 is greater than the p- value of 0.274, therefore, there is significance difference between the mean response of male and female business education students regarding the acquisition of technical skills in entrepreneurship education in Business Management Education. The null hypothesis was therefore, rejected. Hence, inference drawn was that, the male and female students differ in their opinion on technical skills in entrepreneurship education in Business Management Education Adamawa state Polytechnic Yola.

Table 4: Summary of t-test of the difference between the mean ratings of male and female students on the acquisition of accounting skills in entrepreneurship education in Business Management Education Adamawa State Polytechnic, Yola

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	121	2.6361	0.2720	0.389	197	0.698	NS
Female	78	2.6050	0.3101				

Source: Field survey, 2022

$P > 0.05$

Result on table 4 showed the mean difference between the response of male and female students on the acquisition of accounting skills in entrepreneurship education in colleges of education. And in the above table, since t- cal of 0.389 is less than the p- value of 0.698, therefore there is no significance difference between the mean response of male and female business education students regarding the acquisition of accounting skills in entrepreneurship education in Business Management Education. The null hypothesis was therefore, upheld. Hence, inference drawn was that, the male and female students did not differ in their opinion on accounting skills in entrepreneurship education in Business Management education in Adamawa state Polytechnic Yola.

Discussion of Findings

With reference to research question one which stated that what is the influence of technical skills on the acquisition of entrepreneurship education by business management education students in Adamawa State Polytechnic Yola and null hypothesis (H_{01}) There is no significant difference between the mean responses of male and female business education students regarding the acquisition of technical skills in entrepreneurship education in colleges of education, findings revealed that there was significant difference between the mean responses of male and female students regarding the acquisition of technical skills in entrepreneurship education in business management education students in Adamawa State Polytechnic Yola. The study discovered that business management education students of Adamawa State Polytechnic Yola highly required skills on having a good listening habit, to demonstrate high level of cooperation with other stakeholders, coding and programming, to create good network chain for the business, and to prepare good written communication by students Business Management Education Adamawa State Polytechnic Yola. This is in line with Odu (2009) that technical skills are needed for successful enterprise because these skills are necessary for securing and holding employment in a recognized occupation. Also technical skills are required to enable the graduates to perform effectively in their enterprise.

On the other hand, it was revealed that business education students of colleges of education responded to not required on skills to project a good image, to be a good team builder, to use e-mail marketing, to conduct quality oral presentation, and to use web cast and are assessed as skills that are not required by students of business management education in Adamawa State Polytechnic Yola. In addition, the findings of Okafor (2004) also agreed with the superior interpersonal skills of the entrepreneurs include: leadership and motivation, good communication skills, ability to communicate well to one's vision, ability to listen, negotiate and dealing with people should base on respect, integrity, fairness and high moral standard are among the technical skills that are required by entrepreneurs.

For research question two which stated that what is the influence of entrepreneurship education on the acquisition of financial recording skills by students of business education in colleges of education, The study discovered that business management education students of Adamawa State Polytechnic Yola highly required skills on ability to prepare daily cash reports, to post items to ledger and extract trial balance, to keep sales and purchase records, to prepare bank reconciliation statements, and to determine employee wage and benefits. On the other hand, it was revealed that business management education students responded to not required on skills to prepare and interpret financial statements, to analyze source of business fund, to prepare payrolls and various deductions, ability to prepare inventories, ability to source for and obtain loans. These skills are assessed as skills not required by students of business management education in Adamawa State Polytechnic Yola.

The overall findings therefore, revealed that accounting skills are highly required by business management education students of Adamawa State Polytechnic Yola in entrepreneurship education. This finding is in line with Osuala (2004), who noted that many entrepreneurs are unaware of financial state of their business and are unable to make sound decision because they do not understand the functions of financial management; and as such, detrimental decisions are made, which invariable, would lead to collapse of the business. This finding corroborates with that of Nwabuko (2018) who stated that acquisition of journal preparation skills such as abilities to post items to ledger and extract trial balance, keep sales and purchase records, and ability to prepare daily cash reports by business education graduates will enhances their performance in business and thereby making them to have a comprehensive basic knowledge of the financial transaction of the business.

Conclusion

Based on the findings of the study the researcher concluded that technical skills, financial recording skills, marketing skills and information and communication technology skills are highly required by business education students and are key to a successful entrepreneurship in Nigeria. Every business education student needs to acquire entrepreneurship skills to achieve self-reliance as its importance cannot be over-emphasized. The acquisition of these skills will facilitate students' self-employment after graduation thereby reducing graduate unemployment in Nigeria. Thus, business education students must get themselves acquainted with these skill needs while in school so that they can achieve self-reliance after graduation and also contribute their quota to national development. Furthermore, gender factor was significant in skill training needed for successful

entrepreneurship among business management education students Adamawa state Polytechnic Yola.

Recommendations

Based on the findings of the study, the following recommendations are made:-

1. Technical, accounting, marketing, and ICT skills identified in this research should be given much attention and be included in the curriculum of business management education so as to make students of business management education employable or self- employed after graduation.
2. Polytechnics should contribute to the development of entrepreneurs by providing entrepreneurship skills in the learning process. This could be achieved by engaging in several activities such as: Engagement in entrepreneurship advocacy campaigns and enlightenments programme to provide information about entrepreneurship and encourage students to consider entrepreneurship as a career.
3. Because of the importance of such skills as technical, financial recording, marketing and information and communication technology skills, government in all its entrepreneurial programme and institutions should integrate the acquisition of these skills and emphasize their importance in all learning activities.
4. Both state and federal government should provide enough funds for acquisition of materials and equipment for students' practical activities that will equip them adequately with skills and make them marketable in the labour market.

References

1. Adeola, K. L, &Bolarinwa, K. O. (2010). Strategies for Promoting Entrepreneurship Education in Secondary School Curriculum. *Business Education Journal* 1, (10) 221-227.
2. Adebisi, T.A. (2015). Acquisition of Entrepreneurial Skills by Polytechnic Students in Osun State, Nigeria. *Journal of Educational and Social Research*, 5(1), 83-94.
3. Ahmed (2017) Requisite Skills for Graduates Success: Perception of the Nigerian Construction Industry. *The Scientific Journal for Theory and Practice of Socio-economic Development* 6(11) 21-42.
4. Ezemoyih, C.M. (2011) Strategies for Effective Teaching of Entrepreneurship Education in Tertiary Institutions in Imo and Anambra States. *Business Education Journal* VIII (1), 119.
5. Federal Republic of Nigeria, (2013). National Policy on Education. Yaba, Lagos: NERDC Press.
6. Igwe, A. U. (2008). Vocational Technical Training: A Strategy for Self Reliance and National Development. *Ebonyi Technological and Vocational Education Journal*, 2(1), 112- 117.
7. Madiha, Z. &Walid K. (2016): The Causes of Tunisian SME Failure. *Arabian Journal of Business Management Review* 6: 274.
8. Maina S. (2013). The Role of Entrepreneurship Education on Job Creation among Youths in Nigeria. *Academic Journal of Interdisciplinary Studies*, 2(7), 6-7. ISSN 2281-3993.
9. Nwabuka, W (2018). Entrepreneurial Self-motivation Skill Acquisition for Self sustainability by Postgraduate Business Education Students in Rivers State: *African Journal of Business and Economic Development*/ISSN: 2782-7658. 2(1), (January, 2022). Ww.Ijaar.org.
10. Nworgu, B.G (2015). Educational Research; Basic Issues &Methodology. Nsukka: University Trust publishers.
11. Obanya, P. (2010). Thinking and Talking Education. Ibadan: Evans Brothers (Nigeria Publishers) Ltd.
12. Odu J. (2009). Assessment of Marketing Competencies Expected of Business Education Graduates. *Delta Business Education Journal*, 1(3), 22-27.
13. Okafor, E. N. (2004). School-Industry link in Entrepreneurship Education. *Unizik Orient Journal of Education*, 5(1), 17-24.
14. Okolocha, C. C., Ile, C. M. &Okolocha C. B. (2012). Business Educators Familiarity with the utilization of hi-tech tools in the Preparation of Graduates for Modern Business/Marketing in Nigeria. *Researchers World* 3 (2/3) India.
15. Okoye, K. R. E. (2013). Need for Entrepreneurship Curricular in Technical and Vocational Education Programme. *Journal of Education Research and Policies* 2(2), 46-49.
16. Okoro, I. F. & Ursula, O. I. (2012). The Teacher and Skills Acquisition at Basic Education from the Perspective of Cake Making in Home Economics. *International Journal of the Common Wealth Research and Capacity Education Initiative (IJCWRCEI)*, 3(3),184-196.
17. Olateju, E., O. (2013) Towards an Effective Entrepreneurship Training in Technical and Vocational

- Education and Training in a Developing Economy. Technology Education
Journal. 9 (1) 98-100
18. Journal. 9 (1) 98-100
 19. Olufunwa, A.S. (2009). Vocational and Technical Education as a Catalyst for Achieving the Aims of Entrepreneurship Education Programme for Self-reliance. Journal of Vocational Association (NVA) 13(1), 102.
 20. Osuala, E. C. (2007). Foundations of Vocational Education. Enugu: Cheston Publishers.
 21. Osuala, E. C, (2010). Business Management. Onitsha: Cape Publishers International Ltd.
 22. Ubolum, W. J. (2000). Business Education Curriculum for Junior Secondary Schools: A Guide for Practical Teachers. Port Harcourt: Celwil Nigeria Ltd.
 23. Udo, M. P. (2008) Principles and Methods in Business Education Jos: Calvary press.
 24. Uzoagulu, A. E. (2011). Practical Guide to Writing Research Reports in Tertiary Institutions. Enugu: Cheston Ltd.
 25. Uzo-Okonkwo, N.H & Oduh, J.O. (2017). Resource Management (Human and Material) Entrepreneurial Competencies Needed by Fresh Graduates of Business Education in Anambra State. Nigerian Journal of Business Education, 4(2), 119-124.