



BUSINESS EDUCATION AND ENTREPRENEURIAL SKILL ACQUISITION FOR SUSTAINABLE ECONOMIC DEVELOPMENT: COMPETENCY NEEDS OF BUSINESS EDUCATORS IN DELTA STATE

Onojaife Caroline Azuoma

Department of Office Technology and Management, Delta State Polytechnic Ozoro.

Abstract

This study examined the competency needs of business educators in Delta State for equipping their students with entrepreneurial skills for sustainable economic development. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The design of the study was descriptive survey and 122 business educators in tertiary institutions in Delta State offering the programme were studied without sampling. A structured questionnaire titled “Competency Needs of Business Educators for Entrepreneurship Skill Acquisition (TNBESA) was used for data collection. The questionnaire was a 5-point rating scale containing 35 items in two clusters and validated by experts in the field of Business Education and Measurement and Evaluation. The reliability coefficient of the instrument was determined using Cronbach’s Alpha method and analysis yielded correlation coefficients 0.76 and 0.84 for the two clusters and overall value of 0.78. Mean and standard deviation were used to analyze data to answer the research questions and determine the homogeneity or otherwise of respondents’ mean ratings. The t-test was used to test the null hypotheses using SPSS version 23. Findings revealed that business educators moderately applied pedagogical and professional competencies for equipping undergraduates with entrepreneurship skills. Gender did not significantly influence the respondents’ mean ratings on the extent they applied the two covered competencies covered. Based on these findings, the researcher recommended among others that, the knowledge and competency gaps identified in the study should be packaged into training modules for in-service training, workshops, seminars and conferences for business educators in Delta State to build their capacity to apply pedagogical and professional competencies in instructional delivery.

Keywords: Business Education, entrepreneurial skills, sustainable economic development

Introduction

One of the important macro-economic problems of Nigerian society is unemployment. Unemployment exists partly because most of the products of the education system lack skills required to either gain employment or start small scale businesses and successfully manage them. The National Bureau of statistics (NBS, 2016) stated that the national unemployment rate for Nigeria between 2010 and 2016 are 21.4 percent in 2010, 23.9 percent in 2011, 27.4 percent in 2012, 24.7 percent in 2013, 9.7 percent in 2014, 12.1 percent in 2015 and 13.4 percent in 2016. With respect to age group, the National Bureau of Statistics data also showed that in 2016, the unemployment rate of persons aged between 15 and 24 years stood at 21.5 percent and between 25 and 44 years stood at 20.1 percent. This indicates that the unemployment rate in Nigeria as at 2016 was high. Nigeria has a population of over 160 million. Out of this figure the labour force stood at 78.48 million out of which 52.48 million were employed and 26 million unemployed out of which 21million were youths (NBS, 2016).

Unemployment has led to the formulation of educational policies to provide relevant skills and attitudes necessary for individuals to be self-employed rather than job seekers. Successive Nigerian governments have also introduced some measures such as Operation Feed the Nation (OFN), Mass Mobilization for Self Reliance and Economic Recovery (MAMSER), National Directorate of Employment (NDE), and National Poverty Eradication Programme (NAPEP) to address the issue of unemployment in Nigeria (Oduwaiye, 2014). However, Oduwaiye regretted that these measures so far, have failed in solving the problem of graduate unemployment in Nigeria which, according to him has assumed a new dimension. The Federal Republic of Nigeria (FRN) (2013) in highlighting Nigeria's quest to meet her Millennium Development Goals (MDGs) and Vision 2020:20 emphasized the acquisition of appropriate skills, and abilities as equipment for the individuals to live in and contribute significantly to the development of the society. Olawolu and Kaegon (2012) called for vocational education to empower the Nigerian youths with functional skills to live as a productive member of the society and contribute to sustainable economic development.

Vocational education according to Nwazor and Nwaukwa (2015) is a special programme that nurtures values in the learners alongside skill learning obtained at different levels of education. Nwazor and Nwaukwa stated that in the process of vocational training, students are expected to be exposed to scientific and technological trends, skills and ideals for better adjustment to work through innovativeness and problem-solving. Business education an aspect of vocational education is incorporated into the Nigerian education system right from the junior secondary school for a gradual skill development. Business education is a broad area of knowledge that deals with the entire enterprise system, preparing recipients for roles in business as employees or employers. Business education provides skills, knowledge and attitudes necessary for employment in specific business occupations. Ubulom and Enyoghasim (2012) stated that business education emphasizes skills in areas of accounting, keyboarding, office technology and management (OTM), and marketing/distributive education among others. A business education graduate is therefore expected to be versatile and able to work in any field of endeavour. Therefore, business education graduates who are unable to secure government paid employment are expected to start small business where they can practice acquired entrepreneurial skills.

Entrepreneurship skills are the ability to turn ideas into action (European Skills Panorama, 2014). Entrepreneurial skills include positive work attitudes, effective communication, responsibility acceptance and cooperation among other skills. According to Osuala in Ubulom and Enyoghasim (2012), entrepreneurship skills taught in business education include: communication skills, computation skills, personal reliability skills, economic adaptability skills and group and organisational effectiveness skills. Similarly, Oborah in Nwaukwa, Iloeje, Nzeh and Nwagu (2017) posited that acquisition of entrepreneurial skills enable business education graduates to establish small scale businesses like photocopying, computer and internet centers, computer and phone repair, and phone accessory sales, computer training, printing press, rental services, and land and house agency among others and manage them successfully. With these opportunities, business education is believed to be a veritable tool for sustainable development, and tackling widespread retrenchment necessitated by global economic recession.

Sustainable development means progress, advancement, or qualitative changes that is evident in a nation over a period of time (Olanipekun & Rabi, 2015). Mbata (2009) viewed it as all round development of individuals and concerns not only personality development, but also nation building. Oguejiofor and Ezeabasili (2014) pointed out that the major tools for achieving sustainable development are improving the quality of education, reorienting existing education programme to address skill gaps, developing public awareness and understanding, and providing training for all students to acquire functional skills required for nation building. The main goal of sustainable development is to satisfy human needs and aspirations. Effective business education is a potent system that can promote desired economic development. Effective delivery of business education at the tertiary institution levels requires competent business educators, well-designed courses, equipped offices, classrooms and laboratories (Nwazor & Nwaukwa, 2015). Udozie and Ndum (2013) stated that quality assurance of business education cannot take place without information and communication technology (ICT) resources in the departmental laboratories as well as competent teachers. Hence, business educators should possess competencies such as pedagogical competencies, technical, ICT competencies, professional development, social, and supervisory competencies among others. This is to enable them equip business students with entrepreneurial skills to survive in this dwindling economy.

Pedagogy is a conscious activity by business educator designed to improve students' learning. Pedagogical competencies on the other hand are abilities to apply attitude, knowledge, and competencies that promote teacher-student

interaction in the best possible manner (Apelgren & Giertz, 2010). Pedagogical competencies include knowledge of subject matter competencies, teaching, classroom management and evaluation competencies among others. Effective teaching of business education courses hinges on business educators' possession of, and application of pedagogical competencies in instructional practices. However, Obot (2013) and Adedoyin (2011) observed with concern that lecturers (business education lecturers inclusive) do not adequately apply pedagogical competencies during instructional processes. Nwaukwa et al. (2017) found that business educators lowly applied pedagogical skills for teaching.

Professional competencies are qualities required by business educators to effectively perform their instructional practices. Professional competencies include excellent communication, interpersonal, decision-making, leadership, organizational, time management, flexibility, and stress management competencies. According to Ojo and Ugiagbe (2006) professional competencies expected of business educators are ability to show commitment and satisfaction in teaching, work cooperatively with colleagues, and participate in in-service education programme among others. Ojo and Ugiagbe however observed that business teachers did not possess enough professional skills to teach business subjects effectively. Similarly, a study by Oluwatayo, Adirika and Wodi (2014) revealed that teachers (business education teachers inclusive) possess professional development skills to a high extent.

Equipping business education undergraduates with entrepreneurship skills could depend on male and female business educators' in-depth knowledge of pedagogical and professional competencies and their ability to apply them in instructional delivery. Nwaukwa et al. (2017) found that male and female business educators did not differ on the extent they apply pedagogical competencies in teaching. However, Dessler (2007) revealed that gender was a significant factor on the extent business educators possess pedagogical skills and apply them for teaching. It is against this background that this study was carried out to determine the competency needs of business educators for entrepreneurial skill acquisition for sustainable economic development of Delta State.

Statement of the Problem

The present unemployment problem in Nigeria led to the incorporation of business education as a form of intervention programme into Nigeria's education system starting from junior secondary schools to tertiary institutions. This was aimed at redirecting the attention of students towards job creation by equipping them with entrepreneurial skills to be self-reliant on graduation. To equip students with entrepreneurship skills, business educators must apply appropriate pedagogy and professional competencies among others to enhance their instructional practices. In agreement, Okoye (2017), Nwaukwa et al. (2017) and Oluwatayo et al. (2014) posited that teaching is made more meaningful and effective if educators are skillful, knowledgeable and apply appropriate pedagogical and professional practices during lesson delivery. However, the fact that many business education graduates still lack relevant competencies for employment and/or entrepreneurial success raises an eyebrow of how competent and effective business educators are in teaching business education courses. According to Nwazor and Nwaukwa (2015), in many business education programmes in Nigeria, courses that require practical approach are still being taught theoretically without the use of instructional inputs. This makes it difficult for students to develop life skills needed for the 21st century. The problem of this study is that, business educators' over-reliance on conventional teaching methods and their inadequate application of professional competencies to enhance their instructional delivery suggest that they have competency need. Therefore, there is need to determine the competency needs of business educators for equipping business education undergraduates with entrepreneurial skills for sustainable development in Delta State.

Purposes of the Study

The main purpose of this study was to determine the competency needs and skill gaps of business educators for equipping business education undergraduates with entrepreneurial skills for sustainable development. The study was carried out so as to equip business education undergraduates with entrepreneurial skills for sustainable development. Specifically, the study determined the extent business educators:

1. Apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills.
2. Apply professional competencies for equipping business education undergraduates with entrepreneurial skills.

Research Questions

1. To what extent do business educators apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills?
2. To what extent do business educators apply professional competencies for equipping business education undergraduates with entrepreneurial skills?

Hypotheses

1. There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Delta State on the extent they apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills.
2. There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Delta State on the extent they apply professional competencies for equipping business education undergraduates with entrepreneurial skills.

Methodology

Research Design

Descriptive survey research design was adopted for this study because the study aimed at ascertaining the opinions of respondents on their competency needs for equipping business education undergraduates with entrepreneurship skills for sustainable development. Survey design is credited with the ability to study a phenomenon without obstructions (Nyagako, 2011). It also describes conditions as they are and can identify further areas of study.

Area of the Study

The study was carried out in all the five tertiary institutions that offer business education programme in Delta State. Delta State is one of the oil producing states located in the south south geo-political zone of Nigeria. The state is bordered on the north by Edo State, on the East and North East by Anambra and Kogi States respectively while on the south by the Atlantic Ocean.

Population of the Study

The population of the study consisted of 122 business educators in the tertiary institutions in Delta State offering business education programme.

Sample and Sampling Technique

The entire population was used for the study since the population was manageable and accessible to the researcher. Hence, there was no sampling.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled “Competency Needs of Business Educators for Entrepreneurship Skills Acquisition (TNBESA)” and has two parts 1 and 2. Part 1 elicit demographic information of the respondents such as gender and academic qualification while part 2 is divided into two clusters B1 and B2 with 35 items. Cluster B1 has 20 items while cluster B2 has 15 items respectively. The instrument was structured on a five point rating scale of Very highly applied (VHA) =5, highly Applied (HA) =4, Moderately Applied (MA) = 3, Lowly Applied (LA) = 2 and Very Lowly Applied (VLA) = 1.

Validation of the Instrument

The validity of the instrument was established using three experts, one from the field of Business Education, Nnamdi Azikiwe University, Awka and two experts from Business Education Department, Delta State University, Abraka.

Reliability of the Instrument

The Cronbach Alpha method was used to establish the internal consistency of the instrument. The reliability coefficients obtained for the two clusters B1 and B2 are 0.76 and 0.84 with the overall reliability coefficient of 0.78. This indicated that the instrument was reliable for the study in accordance with the recommendations of Ogundare (2008) that 0.7 or above is an acceptable reliability coefficient.

Method of Data Analysis

Mean and standard deviation were used to answer the two research questions to determine the homogeneity or otherwise of the respondents' views, while the t-test was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was accepted where the calculated t-cal value was greater than or equal to the p-value otherwise, the null hypotheses was rejected. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.0.

Data presentation, discussion and results

Table 1: Schedule of Questionnaire Administered and Returned

Number of Questionnaire Administered	122	100%
Number of Questionnaire returned	117	95.9%
Number not Returned	5	4.1%

A total of 122 questionnaires were administered on the respondents. 117 (95.9%) were correctly filled and returned while 5(4.1%) were not returned.

Research Question 1

To what extent do business educators apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills?

Table 2: Respondents' mean ratings and standard deviation on the extent pedagogical competencies are applied for equipping business education undergraduates with entrepreneurial skills N = 117

S/N	Pedagogical competencies	X	SD	Decision
1	Use of instructional materials that lead to the achievement of lesson objectives	3.04	1.23	Moderately Applied
2	Select and develop appropriate equipment for instructional purposes	3.08	1.06	Moderately Applied
3	Suitably display instructional materials for all students to see clearly	2.83	1.07	Moderately Applied
4	Explain topics and concepts clearly and correctly	2.61	1.10	Moderately Applied
5	Locate available human and material resources needed for planning courses and conducting lessons	3.24	0.73	Moderately Applied
6	Ability to write performance objectives	3.17	0.81	Moderately Applied
7	Interpret the objectives of Business Studies to others	2.30	1.00	Lowly Applied
8	use relevant examples in teaching the lesson to aid students understanding	2.33	1.20	Lowly Applied
9	deliver lesson in the most attention catching manner	3.19	0.64	Moderately Applied
10	explain topics and concepts clearly and correctly	2.81	0.78	Moderately Applied
13	clearly state objectives in measurable terms (appropriate inter-relatedness and sequence of objectives)	3.06	0.81	Moderately Applied

14	Locate available human and material resources needed for planning courses and conducting lessons	3.11	0.83	Moderately Applied
15	repeat major points of the lesson for retention	3.02	1.17	Moderately Applied
16	Conduct follow-up studies for purposes of determining the effectiveness of instruction	3.91	0.82	Highly Applied
17	Maintain student attention during classroom presentations or demonstrations	3.24	0.77	Moderately Applied
18	Good handling of students responses and questions	3.30	1.05	Moderately Applied
19	Use methods that stimulate students' interest	2.51	1.11	Moderately Applied
20	Use variety of evaluative measures to assess students progress	2.19	0.82	Lowly Applied
	Cluster Mean	2.65		Moderately Applied

Data in Table 2 shows that out of 20 items listed on pedagogical competencies, respondents rated item 16 highly applied. Fourteen (14) of the listed items are rated moderately applied with mean scores ranging from 2.51 to 3.30 while the remaining five items were lowly applied. The cluster mean score of 2.65 shows that on the whole, business educators in tertiary institutions in Delta State indicated that they moderately applied pedagogical competencies for equipping their students with entrepreneurial skills. The standard deviations for all the items are within the range of 0.64 to 1.23. This shows that the respondents are not wide apart in their ratings.

Research Question 2

To what extent do business educators apply professional competencies for equipping business education undergraduates with entrepreneurial skills?

Table 3: Respondents' mean ratings and standard deviation on the extent professional competencies are applied for equipping business education undergraduates with entrepreneurial skills N = 117

S/N	Professional Competencies	X	SD	Decision
21	Organize work and manage time efficiently	4.15	1.08	Highly Applied
22	Participate in in-service education programme	4.24	1.26	Highly Applied
23	Work cooperatively with your colleagues and other people in school setting	3.77	1.02	Highly Applied
24	Show commitment and satisfaction in teaching Business courses	2.41	1.37	Lowly Applied
25	Relate business education knowledge to societal needs	3.22	0.65	Moderately Applied
26	Maintain personal comportment and neatness	3.87	2.35	Highly Applied
27	Attend trainings or learn from fellow business educators	4.27	1.95	Highly Applied
28	Display flexibility, integrate creative and innovative ideas	2.28	1.00	Lowly Applied
29	Listen attentively to students and colleagues	3.11	1.05	Moderately Applied
30	Making the right decisions when required	3.13	1.49	Moderately Applied
31	Abilities to lead, to motivate, to inspire students	3.16	1.09	Moderately Applied
32	Stay organized and focus on the projects at hand	3.01	1.57	Moderately Applied
33	Maintain a balance between one's work, personal, and family lives.	3.00	1.55	Moderately Applied
34	Set goals, prioritize goals, and create work schedule	3.77	1.24	Highly Applied
35	Cope effectively with change	3.17	1.35	Moderately Applied

	Cluster Mean	3.37		Moderately Applied
--	---------------------	-------------	--	---------------------------

Data in Table 3 shows that out of 15 items listed on professional competencies, respondents highly applied items 21, 22, 23, 26, 27 and 34 with means scores ranging from 3.77 to 4.24. Seven (7) items are rated moderately applied while the remaining two items are rated lowly applied. The cluster mean score of 3.37 shows that on the whole, business educators in tertiary institutions in Delta State indicated that they moderately applied professional competencies for equipping their students with entrepreneurial skills. The standard deviations for all the items are within the range of 0.65 to 1.57. This shows that the respondents are not wide apart in their ratings.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Delta State on the extent they apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills.

Table 4: Respondents' mean ratings on the extent pedagogical competencies are applied by male and female business educators for equipping business education undergraduates with entrepreneurial skills

Gender	N	\bar{X}	SD	df	t-cal	P-value	Decision
Male	48	22.24	5.69	95	1.84	0.05	Not Significant
Female	69	20.77	6.02				

Table 4 shows that the calculated t- value of 1.84 is greater than the P -value of 0.05 ($1.84 > 0.05$) at 95 degree of freedom. This means that there is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Delta State on the extent they apply pedagogical competencies for equipping business education undergraduates with entrepreneurial skills. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Delta State on the extent they apply professional competencies for equipping business education undergraduates with entrepreneurial skills.

Table 5: Respondents' mean ratings on the extent professional competencies are applied by business educators for equipping business education undergraduates with entrepreneurial skills

Gender	N	\bar{X}	SD	df	t-cal	P-value	Decision
Male	48	24.78	6.32	95	0.15	0.05	Not Significant
Female	69	57.78	7.21				

Table 5 shows that the calculated t- value of 0.15 is greater than the P -value of 0.05 ($0.15 > 0.05$) at 95 degree of freedom. This means that male and female business educators in tertiary institutions in Delta State did not differ significantly in their mean ratings on the extent they apply professional competencies for equipping business education undergraduates with entrepreneurial skills. Therefore, the null hypothesis was accepted.

Discussion

The analysis of data in Table 2 showed that business educators in tertiary institutions in Delta State moderately apply pedagogical competencies for equipping business education undergraduates with entrepreneurship skills. This indicates that the business educators were to a moderate extent equipping their students with competencies that can be useful to

them upon graduation. The findings of this study is in line with that of Obot (2013) which revealed that lecturers have moderate application of pedagogical skills for teaching. Adedoyin (2011) disclosed that lecturers apply pedagogical skills at a moderate extent. Oluwatayo et al. (2014) disclosed that teachers were competent in didactic and pedagogic domain of teachers' competency skills. In disagreement, Nwaukwa et al. (2017) reported that business educators applied pedagogical skills in teaching to a low extent. Daluba (2013) in his study revealed that educators have inadequate pedagogical competencies and therefore applied them while delivering instruction at low extent. Similarly, The test of hypothesis one revealed that gender did not significantly influence business educators' opinion on the extent they apply pedagogical competencies for instructional processes. This agrees with Nwaukwa et al. (2017) that gender has no effect on educators level of application of pedagogical competencies. The findings of Dessler (2007) showed that male and female lecturers differ in the extent they possess pedagogical skills and applied them in instructional delivery.

Data analysis in Table 2 revealed that business educators moderately applied professional competencies for equipping business education undergraduates with entrepreneurship skills. This finding is in consonant with that of Oluwatayo et al. (2014) which showed that teachers were competent in professional development skills. Murray (2001) and Smith (2005) found that educators are as professionals as they are taught to be in the universities. This implies that educators (including business educators) possess and applied professional competencies in teaching. Ojo, Ugiagbe (2006) averred that business teachers need some professional competencies for better instructional delivery. This means that teachers apply some of the professional competencies. This is in line with the findings of this study which showed that business educators applied professional competencies to a moderate extent. Furthermore, test of hypothesis two revealed that the extent of application of professional competencies for equipping business education undergraduates with entrepreneurial skills was not influenced by gender of the business educators.

Conclusion and implications

The main aim of business education programme in tertiary institutions in Delta state is to equip the business education undergraduates with entrepreneurial skills to enable them start and manage successfully small business ventures on graduation. This will help in reducing the problem of graduate unemployment and poverty therefore enhancing the sustainable economic development of the state. To achieve this objective, business educators need to apply appropriate pedagogy and exhibit professional competencies in their instructional delivery. The application of these competencies however, hinges on the extent they are possessed by business educators. Based on the findings of this study, the researcher concluded that the objectives of business education at the tertiary institutions in Delta State cannot be achieved unless business educators are subjected to continuous training and retraining through in-service, on-the-job, conferences and workshops to enable them continue to update their competencies in line with changing skill demands.

That business educators do not apply these competencies to a very high and high extent means it will concomitantly affect the business education undergraduates' entrepreneurial skills acquisition thus jeopardizing the essence of the programme and achievement of sustainable economic development of the state. The implication is that the findings will open the students to a new approach in the delivery of business education which will be more practical-based (student-centered learning) as against the way it is taught (theoretical-based with the use of conventional teaching method).

Recommendations

Based on the findings of this study, the researchers made the following recommendations:

1. The knowledge and skill gaps identified in this study should be packaged into training modules for professional development training of business educators in tertiary institutions in Delta State to enhance their competency development and capacity to apply pedagogical and professional competencies instructional delivery processes.
2. Soft skills should be incorporated into the teacher preparation curriculum as well as entrepreneurial and life skills for the teacher-to-be to be of high competence.

3. Business education administrators should offer business educators opportunities to undergo workshops, seminars and conferences to enhance their knowledge and competency in applying pedagogy and professional competencies in teaching.

References

- Adedoyin, O. O. (2011). The impact of teachers' in-depth pedagogical mathematical content knowledge on academic performance as perceived by Botswana junior secondary school pupils. *European Journal of Educational Studies*, 3(2), 277-292.
- Apelgren, K. & Giertz, B. (2010). Pedagogical competence: A key to pedagogical development and quality in higher education. In Ryegard, A., Apelgreen, K. & Olsson, T. (2010). *A Swedish Perspective on Pedagogical Competence*. Division for Development of Teaching and Learning. Uppsala University.
- Daluba, N. E. (2013). Effect of demonstration method of teaching on students' achievement in agricultural science. *World Journal of Education*, 3(6), 1-7. Available online: <http://dx.doi.org/10.5430/wje.v3n6p1>
- Dessler, G. (2007). *Management fundamentals*. Reston: Reston publishers.
- European Commission (2012). *Entrepreneurship in the EU and beyond EU Skills Panorama* (2014). *Entrepreneurial Skills*. Retrieved from: http://skillspanorama.cedefop.europa.eu/sites/default/files/EUSP_AH_Entrepreneurial_0.pdf
- Federal Republic of Nigeria (2013). *National Policy on Education* (6th Ed.). Lagos: NERDC Press.
- Mbata CO (2009). *Traditional music in nation building*. Alvan J. Music and Humanit. 1, Owerri: Music Department.
- Murray, F. (2001). The overreliance of accreditors on consensus standards. *Journal of Teacher Education*, 52(2), 211-222.
- National Bureau of Statistics (2016). *Unemployment/ under-employment watch Q1 2016*. The NBS official data and statistics, Abuja.
- Nwaukwa, F. C., Iloje, E., Nzeh, O. A. & Nwagu, E. C. (2017). Training needs of business educators and entrepreneurial skills acquisition by business education undergraduates for sustainable development. *Journal of Agricultural Science and Soil Sciences*, 5(9).
- Nwazor, J. C. & Nwaukwa, F. C. (2015). Towards more effective vocationalisation of Business Education in tertiary institutions in south east zone of Nigeria. *J. Edu. Pract.* 6(25), 41-48.
- Obot, I. M. (2013). Influence of teacher's competence in subject matter on students' interest in the learning of social studies education in AkwaIbom State, Nigeria. *International Journal of Teaching and Education*, 2(3), 137-154.
- Oguejiofor CS, Ezeabasili ACC (2014). *Imperative of Vocational Education and Sustainable Development in Nigeria*. *An Int. Multidiscip. J.*, 8(1), 32.
- Ogundare, S. F. (2008). *Invitation to research methodology*. Lagos: Pavlov Publishers.
- Okoye, A. C. (2017). Strategies considered effective by business educators for teaching entrepreneurship education in tertiary institutions in Anambra state. *International Journal of Social Sciences and Humanities Reviews*, 7(1), 65 – 71.
- Olawolu, O. E. & Kaegon, L.E.S. (2012). *Entrepreneurship Education as tool for Youth Empowerment through Higher Education for global workplace in Rivers*. A paper presented at the Seventh Regional Conference on Higher Education for a Globalized world organized by 36 the Higher Education Research and Policy Network (HERPNET): holding at the University of
- Oluwatayo, G. K., Adirika, B. B. & Wodi, I. I. (2014). Competencies of Nigerian graduate teachers: The insiders' perspectives. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(4), 577-584.
- Smith, K. (2005). Teacher educators' expertise: What do novice teachers and teacher educators say? *Teaching and Teacher Education*, 21(2), 177-192.
- Ubulom, W.J. & Enyoghasim, M. (2012): *Developing Entrepreneurial Skills through Business Education Programme to Curb Youth Restiveness for Sustainable Niger Delta Development*, *European Journal of Business and Management*, 4 (21), 68-75.
- Udoeye, N. R. & Ndum, V. E. (2013). Reinventing business teacher education towards self-reliance in Nigeria. *J. Edu. Soc. Res.*, 3(9), 119-126.