
Repositioning Entrepreneurship Development For Sustainable Employment Of Business Education Graduates In Rivers State.

AMADI, ANITA E. (PH.D)

Department of Business Education
Ignatius Ajuru University of Education
Anitaposh10@gmail.com
08034704223

&

MOSES, ZECHARIAH O. P (PH.D)

efemoses84@gmail.com
08036751695

Abstracts

The comprehensive objective of this study was to empirically investigate the repositioning of Entrepreneurship development as a tool for sustainable employment of Business Education graduates in Rivers State. Three research questions and three hypotheses were formulated for this study. The researcher adopted a descriptive research design. Population of the study was 1,000 male and female graduates and a sample size of 100 male and female graduates representing 10% of the population was drawn. The instrument used for data collection was a self-structured 15 item questionnaire designed to elicit response based on the research questions set for the study. Data collected was analysed using Mean and Standard Deviation for the research questions and Z-test statistics was used to test the hypotheses. Findings from the study revealed that creative, innovative and implementation of curriculum were viable for repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State. There is no statistical significant difference between the opinion of male and female students on repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. Thus, it was recommended that government should support the implementation of curriculum by funding it properly and include entrepreneurship in the NYSC programmes.

Keywords: Business Education, Sustainable Employment, Entrepreneurship Development.

Introduction

Educational knowledge fulfils the desired standard of knowledge and skill suitable for the time being. Education is the development of every person's ability mentally, emotionally, psychologically, and spiritually (Otamiri, 2014). Quality education in schools aims to maximize the potential of students and make them develop, learn, and grow through experience based learning. Quality education is the type of education given to students that is meaningful, worthwhile, and responsive to individual and social needs. Business education is a program of study that is offered in Nigeria higher institutions, designed to fill the gap between knowledge and practice by exposing students to general education as well as specialized areas in accounting, entrepreneurship, marketing and office management in universities and accounting, office technology and management, entrepreneurship, and marketing in colleges of education (Federal Republic of Nigeria, 2020).

Entrepreneurship therefore has never been more important than it is today in this time of financial crisis. At the same time, society faces massive global challenges that extend well beyond the economy. Innovation and entrepreneurship provide a way forward for solving the global challenges of the 21st century, building sustainable development, creating jobs, generating renewed economic growth, and advancing human welfare. When we speak about entrepreneurship, we are defining it in the broadest terms and in all forms. Now more than ever, we need innovation, new solutions, creative approaches, and new ways of operating. We are in uncharted territory and need people in all sectors and at all ages who can think out of the box to identify and pursue opportunities in new and paradigm changing ways. Entrepreneurship can be a societal change agent, a great enabler in all sectors and not everyone needs to become an entrepreneur to benefit from entrepreneurship, but all members of society need to be more entrepreneurial. The public sector, private sector, academia, and non-profit sectors all have roles to play in facilitating the development of effective ecosystems that encourage and support the creation of innovative new ventures. Conducive learning environments should be created to promote entrepreneurial ways of thinking and behaving. Hence Garba, (2004) asserted that entrepreneurship education curriculum is ineffectively implemented hence there is difficulty in achieving its goals.

Entrepreneurship is a sure way to bringing fulfilment to the aspiration of an individual, and a major weapon to curbing unemployment, poverty, and underdevelopment problems in any country. Consequently, its importance to the economic wellbeing of an individual and family cannot be over-emphasized. Entrepreneurs are visionary, goal-driven, innovative individuals or teams that are oriented to developing a new business and making it a profitable one (Hisrich & Laganfox, 2005). However, entrepreneurship can be seen as the process of developing, organising, and running a business to generate profit while taking on financial risk. It is what people do to take their career into their hands and lead it in the direction they want. Entrepreneurship development is enhancing of knowledge and skill of entrepreneurs through several classroom coaching and programs, and training. The main point of the development process is to strengthen and increase the number of entrepreneurs. The entrepreneur is often referred to as the agent of economic,

technological and social systems (Ogundele & Olayemi, 2014). Anho, (2011) also posited that entrepreneurship education is associated with various activities which includes innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering , energy for hard work, adjustment to challenges and future looking.

Igbokwe (2012), slated that business education is that aspect of total educational programme that provides the knowledge, skills, understanding, and attitudes needed to perform in the business world as producers and/or consumers of goods and services that business offers. It is a broad area of knowledge which deals with the entire enterprise system – preparing people for roles in business as employees, entrepreneurs, employers or simply as self-employed. Though, in the Nigerian context it is provided that a Business Education graduate is resourceful and can work in any field of venture as a teacher, administrator and even manager. Some school of thought strongly believe that Business Education is a programme of study designed to produce teachers of business subjects in our Secondary and Post-Secondary Schools. To this school of thought ably supported by the assertions of Otamiri and Adiele (2004), Otamiri and Odigie (2010), Abadom (2005), business education is education for business teachers. This school of thought perceive business education as a specialized and professional arm of the technical and science education focused at preparing and equipping those to impart business skills and competencies to students and other business trainees. The objectives of Business education programme are to produce competent graduates who will teach business subjects, epitomise business spirit in the society, development of vocational and entrepreneurial skills, and business competencies for life of work in the office as well as for self-employment. In other words, as a business education graduate entrepreneurial skills are part of the knowledge one must possess and as such employment opportunities should overflow. To this extent, this research is looking at how entrepreneurship development can serve as a tool for sustaining the employment opportunities of business education graduates.

Statement of the Problem

An indirect challenge facing repositioning entrepreneurship development for sustainable employment is personal experiences of graduates who have taken up self-employment based on the entrepreneurship instructions they had while in schools. The experiences have not been palatable, as they live and cope with the problems of multiple taxes, poor government patronage, difficulty in getting registered/incorporate, headache of accessing funds in banks, harsh government regulations, high rate of inflation incidences of harassment/extortion by government officials, infrastructural decay, exorbitant cost of raw materials et cetera and similarly students' entrepreneurship intention over the years has been affected by absence of encouragement from the universities which affects students' confidence in entrepreneurship.

It is on this note the researcher investigated the roles of repositioning entrepreneurship development for sustainable employment of business education graduates, challenges and ways for improving of repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State.

Aim and Objectives of the Study

The aim of this study was to examine how repositioning entrepreneurship development can enhance sustainable employment of business education graduates in Rivers State. Specifically, the study sought to:

- 1 Examine the viability of repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State.
- 2 Examine the challenges of repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State.
- 3 Identify the ways of repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

- 1 What is the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?
- 2 What are the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?
- 3 What are the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

Hypotheses

The following null hypotheses were used to guide the study:

- H₀₁**; There is no significant difference between the mean ratings of male and female students on the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.
- H₀₂**; There is no significant difference between the mean ratings of male and female students on the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.
- H₀₃**; There is no significant difference between the mean ratings of male and female students on the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Concept of Entrepreneurship

Entrepreneurship according to Francis and Agum (2019) is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully. Entrepreneurship, to Omolayo and Baba (2013) is the act of starting a company, arranging business deals and taking risk in order to make profit through the education on skills acquired. The entrepreneurship spirit is a pre-requisite to an entrepreneurial society culture. This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangu (2006), Ojefo (2013) that entrepreneurship is the willingness and ability of an individual or a firm or an organisation to identify an environmental change and exploit such an opportunity to produced goods and services for public consumption.

Paul (2005) and Ossai (2012) believe that entrepreneurship is about taking a risk; it is the process of creating new venture that did not previously exist; it is the practice of starting new organisation especially new business; it involves creation of new wealth through implementation of new concepts. Paul also noted that what entrepreneurs have in common is not personality traits but a commitment to innovation. For innovation to occur, the entrepreneurs must not only have talent, ingenuity and knowledge but, he must also be hardworking, focused and purposeful. Entrepreneurship is the ability of some people to accept risk and combine factors of production in order to produce goods and services (Aruwa, 2004). It can also be seen as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish on the identified opportunities. The concept of entrepreneurship is however associated with number activities as it demands the presence of an entrepreneur and an enabling environment (Ayatse, 2013).

Entrepreneurship Development and Business Education Graduates

Entrepreneurship is not a new phenomenon in the society. The profile of the country with its diverse resources, attitude and culture encourages entrepreneurial education (Raimi, et al., 2010). When viewed as an academic endeavour, entrepreneurship education can be defined as specialised knowledge that entails teaching learners the skills of risk taking, innovation, arbitrage, and coordination of factors of production in the creation of products and services for economic needs (Kanothi, 2009, Francis &Agum 2019). Many researchers have defined entrepreneurship in terms of ability, risks, innovation. Entrepreneurship education is essentially an educational process and an endeavour in human resource development in that regard.

Entrepreneurship Development and Employment Creation

Employment is when collectively specified or not collectively specified number of persons 15 years and above are employed in civil occupations (Gbosi, 2007). Gbosi in the above is agreeing that employment is associated with those who are, at least 15 years of age. However, this definition fails to give the upper age limit for those who may be considered employed. According to National Bureau of Statistics (2015), a person is considered employed if he or she is engaged in the production of goods and services, thereby contributing to the Gross Domestic Product (GDP) in legitimate manner, which is a component of the national account and receives any form or amount of money for that activity. It is concerned with the study of entrepreneurial behavior, the dynamics of business set-up, development and expansion of the enterprise.

Entrepreneurship development (ED) refers to the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes. It basically aims to enlarge the base of entrepreneurs in order to hasten the pace at which new ventures are created. This accelerates employment generation and economic development. Rashmiranjan and Amitava (2011) sees entrepreneurship development as the process of enhancing entrepreneurial skills and knowledge through structured training and institution building programs. It aims to enlarge the base of entrepreneurs to speed up the pace at which new ventures are created.

Challenges of entrepreneurship education

The challenges of entrepreneurship education according to Nwosu and Ohia, (2009) are curriculum content, ineffective implementation, lateness in starting entrepreneurship education, lack of competent lecturers, poor funding.

Ways of improving entrepreneurship development

The ways for improving entrepreneurship development are support from the government, organizing periodic programmes, periodic review and assessment, there should be awareness and sensitization programmes, including entrepreneurship education in the NYSC programme (Sofoluwe, Shokunbi, Raimi, & Ajewole, n.d).

Methodology

The study adopted a descriptive research design. The population of the study consisted of 180 graduates from selected institutions. Out of the 180, 100 graduates were selected through the use of simple random sampling techniques. The instrument used was a self-constructed questionnaire tagged Repositioning Entrepreneurship Development for Sustainable Employment of Business Education Graduates in Rivers State Questionnaire (REDSEBEG). A reliability coefficient of 0.75 was obtained through test re-test method. The data collected was analysed, using Mean with Standard Deviation for the research questions and z-test for the hypotheses at .05 level of significance.

Results and Discussion

What is the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

Table 1: Mean scores of male and female students (respondents) on the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

S/N	Items	MALE		FEMALE		XX	RANK	REMARK
		N	X	N	X			
1.	self-employed and self-reliant	60	3.34	40	3.20	3.27	3 rd	Agreed
2.	creative and innovative	60	3.40	40	3.18	3.29	1 st	Agreed
3.	acquisition of skills	60	2.00	40	2.11	2.06	5 th	Disagreed
4.	entrepreneurial empowerment	60	2.46	40	2.34	2.40	4 th	Disagreed
5.	stimulates and develops the individuals	60	3.57	40	3.01	3.29	1 st	Agreed

The result as revealed in Table 1 indicated that male and female students (respondents) agreed to be creative and innovative as the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State with mean score of 3.29.

Research Question Two

What are the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

Table 2: Mean Scores of the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

S/ N	Items	Male		Female		XX	RANK	REMARK
		N	X	N	X			
6.	Curriculum content	60	2.87	40	2.52	2.70	2 nd	Agreed

7.	Ineffective implementation	60	2.52	40	3.87	3.20	1 st	Agreed
8.	Lateness in starting Entrepreneurship education	60	2.64	40	2.36	2.41	3 rd	Disagreed
9.	Lack of competent lecturers	60	2.33	40	1.56	1.95	4 th	Disagreed
10.	Poor funding	60	1.83	40	1.05	1.44	5 th	Disagreed

The result as revealed in Table 2 indicated that respondents agreed to ineffective implementation with a mean score of 3.20 as the challenge of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Research Question Three

What are the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

Table 3: Mean Scores of the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State?

S/N	Item	Male		Female		XX	RANK	REMARK
		N	X	N	X			
11.	Support from the government	60	3.59	40	3.63	3.62	1 st	Agreed
12.	Organizing periodic programmes	60	3.46	40	3.46	3.46	3 rd	Agreed
13.	Periodic review and assessment	60	3.70	40	3.52	3.61	2 nd	Agreed
14.	Awareness and sensitization programmes	60	3.18	40	3.51	3.35	4 th	Agreed
15.	Including entrepreneurship education in the NYSC programme	60	3.14	40	3.24	3.19	5 th	Agreed

The result as revealed in Table 3 indicated that respondents agreed to as a ways to improve the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State with a mean score of 3.62.

Research Hypotheses

H₀₁; There is no significant difference between the mean ratings of male and female students on the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Table 4: Z-TEST results for male and female of the repositioning entrepreneurship development for suitable employment of business education graduates.

	N	MEAN	SD	DF	z-cal	z-tab	REMARK
MALE	60	2.95	0.36	98	0.91	1.96	Agreed
FEMALE	40	2.77	0.11				

Table 4 shows the result of the statistical significant test on the responses of male and female teachers on the viability of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. From the table, since the Z-cal value of 0.91 is lesser than the Z-crit. value of 1.96, there is no statistical significant difference between the opinion of both male and female student

of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State

H₀₂; There is no significant difference between the mean ratings of male and female students on the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Table 5: Z-TEST results on the challenges of repositioning entrepreneurship development for sustainable employment of easiness education graduates.

	N	MEAN	SD	DF	z-cal	z-tab	REMARK
MALE	60	2.44	0.22	98	-1.71	1.96	Agreed
FEMALE	40	2.27	0.17				

Table 5 shows the result of the statistical significant test on the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. From the table, since the Z-cal value of -1.71 is lesser than the Z-crit. value of 1.96, there is no statistical significant difference between the mean ratings of male and female students on the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

H₀₃; There is no significant difference between the mean ratings of male and female students on the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Table 6: Z-TEST results on the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates

	N	MEAN	SD	DF	z-cal	z-tab	REMARK
MALE	60	3.41	0.53	98	1.03	1.96	Agreed
FEMALE	40	3.47	0.36				

Table 6 shows the result of the statistical significant test on the ways of improving repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. From the table, since the Z-cal value of 1.03 is lesser than the Z-crit. value of 1.96, there is no statistical significant difference between the mean ratings of male and female students on the ways of improving the repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Discussions of Findings

From the findings, viability of repositioning entrepreneurship development for sustainable employment of business education graduates include being self-employed and self-reliant, creative and innovative, acquisition of skills, entrepreneurial empowerment and stimulates and develops the individuals are the viability of repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State. There is no statistical significant difference between the opinion of both male and female students on repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. In support of this, Anho, (2011) posited that entrepreneurship education is associated with various activities which includes innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering , energy for hard work, adjustment to challenges and future looking.

From the findings, respondents agreed to the challenges of repositioning entrepreneurship development for sustainable employment of business education graduates are curriculum content, ineffective implementation, lateness in starting entrepreneurship education, lack of competent lecturers and poor funding. There is no statistical significant difference between the mean ratings of male and female students on the challenges of repositioning entrepreneurship development for sustainable employment of Business Education graduates in Rivers State. Hence Garba, (2004) supported the finding that entrepreneurship education curriculum is ineffectively implemented hence there is difficulty in achieving its goals.

The findings revealed that respondents agreed to the ways of improving the repositioning entrepreneurship development for sustainable employment of business education graduates in Rivers State are support from the government, organizing periodic programmes, periodic review and assessment, there should be awareness and sensitization programmes and including entrepreneurship education in the NYSC programme. There is no statistical significant difference between the mean ratings of male and female students on the ways of improving the repositioning of entrepreneurship development for sustainable employment of Business Education graduates in Rivers State.

Conclusion

If repositioning entrepreneurship development for sustainable employment of business education graduates is not properly implemented, the rate of unemployment will be high. From the findings, the study concluded that support from the government will go a long way in improving repositioning entrepreneurship development for sustainable employment of business education graduates thereby reducing unemployment amongst graduates of business education in Rivers State.

Recommendations

The following recommendations were highlighted based on the findings of the study.

1. The government should make efforts to implement entrepreneurship development so as to improve the sustainable employment of business education graduates.
2. The government should support the implementation entrepreneurship education by including it in the school curriculum and also by funding it properly.
3. The government should also include it in the NYSC programmes so that after the completion of such programmes, the students can be self-employed.

References

- Abadom, F.A. (2005). Introduction to business communication. Paragraphics.
- Anho, J.E. (2011). *Education and Training for entrepreneurship: impact of entrepreneurship education and training on university graduates for sustainable development*. Delta State University, Abraka.
- Aruwa, S.A.S. (2004). "Financing Options for Small and Medium Scale Enterprises in Nigeria". Nigerian Journal of Accounting Research. Vol. I (2), 1-15; ABU., Zaria.
- Ayatse, F.A. (2013) Driving Entrepreneurship Education in Nigeria: Issues and Challenges. International Journal of Business and Management Review, 1, 88-90.
- Federal Republic of Nigeria (2020). Core curriculum and minimum academic standards for the Nigerian university system. *National Universities Commission*. Abuja: NUC Press.
- Francis, A., & Agum, D. (2019). Entrepreneurship: an Organizational learning Approach', Journal of Small Business and Enterprise Development, vol. 16(1):11-21.
- Garba, M. (2004). The critical role of educational resources on curriculum implementation in Noah, O.A.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professionalizing teaching in Nigeria*. Lagos: Central Educational Series.
- Hisrich, R. D. and Lagan-fox, J. (2005). Entrepreneurship education and research. In K.Anderseck & K. Walterscheid (Eds.), *Grundungsforschung and grundungslehre [Entrepreneurship research and entrepreneurship education]*(pp. 17–94). Wiesbaden, Germany: Deutsche University Press.Hisrich, R. D., Honig-Haftel, S., McDougall, P. P., & Oviatt, (PDF) *Entrepreneurship Research and Practice: A Call to Action for Psychology*.
- Igbokwe, S. A. (2012). *Business education principles and methods*. Jones Communication Publishers.

- Kanothi, M. (2009). The dynamics of *Entrepreneurship education in ICT: Case of mobile phones downstream services in Kenya*. Institute of social studies, the Hauge, the Nertherland.
- National Bureau of Statistics NBS (2015). National Bureau of Statistics, Nigeria. <https://knoema.com/atlas/sources/NBS-N>
- Nwangwu, I. O. (2007). Entrepreneurship in education: Concept and constraints. *African Journal of Education and Development Studies*, 4(1), 196-207.
- Nwosu, B. & Ohia, A. (2009). Managing entrepreneurship education at the university level in Nigeria: A panacea for graduate self-employment. *African Journal of Educational Research and Development* 3(2):49-53.
- Ojeifo, D.N. (2013). Students' perception of business studiestrainee-teachers and classroom conduct in Port Harcourt secondary schools. (Unpublished B.Sc project) department of Business Education, Faculty of Education, Rivers State University Port Harcourt.
- Ogundele, O. J. K. & Olayemi, M. I. (2014). *Entrepreneurship and entrepreneurship in business organizations*. Lagos: Molofin Nominees Publishers. 45-50.
- Omolayo, B. & Baba, K. (2013). *Entrepreneurship in Theory and Practice*. In Onsotosho, Aluko, Wale A. & Adaramola (eds) Introduction to Entrepreneurship Development in Nigeria. Ado-Ekiti: UMAD Press
- Ossai, G. (2012). Entrepreneurship Education: A Panacea for Sustainable Development in Nigeria, *Journal of Resourcefulness and Distinction*, Vol. 1(1):78-86.
- Otamiri, S. (2014). Business and technical education delivery in the 21st century: The challenge of quality and functional skills. *Journal of Economics and Sustainable Development*, 5(11), 187-196.
- Otamiri, S. & Adiele, I. (2009). Business Education and Self – Employment: A Case for Entrepreneurship Education. *International Journal of Educational Research Administration* 6 (4), 66 – 73.
- Otamiri, S. & Odigie, V. (2010). Positioning Business Education for the Sustainable Development of Nigeria: Issues and Challenges. *International Journal of Research in Education* 2(7), 47 – 51.
- Paul, E.O. (2005). *Entrepreneurship Education*. In Ezenma Priscilla N., Paul Elizabeth O., A Amoke Beatrice O., Godwin A.G., Okwuolise, Chike, A., Eheli, Henri, U., & Anih (eds) Entrepreneurship in Vocational Education, Enugu OZYBEL Publishers.
- Raimi, L. Bello, MA, Mobolaji, H. (2010). Faith-based model as a policy response to the actualization of the millennium development goals in Nigeria, *Humanomics*. 26(2): 124 – 138.

Rashmiranjan, S., & Amitava, D. (2011). Repositioning Youth for Self-Empowerment through Entrepreneurship Education for Sustainable Development. *International Journal of Social Science*, Vol. 2(2):38-45.

Sofoluwe, A. O. Shokunbi, M.O.1, Raimi, L. & Ajewole, T. (2013), Entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria: Issues, prospects, challenges and solutions. *Journal of business administration and education* 1(5), 25-50.