

**ENTREPRENEURSHIP EDUCATION AND ACQUISITION OF EMPLOYABILITY SKILLS
AMONG BUSINESS ADMINISTRATION STUDENTS OF UNIVERSITY OF UYO**

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Abstract

Throughout the world, entrepreneurship education remains the bedrock for acquiring employable skills by graduates for employment upon graduation. Unfortunately, many countries face economic challenges and immense pressure on higher education to produce quality graduates who can turn around economies with their specialist knowledge and skills. The study examines how entrepreneurship education enhances employability skills acquisition among undergraduate students in Nigeria, with the view to equipping them with employable skills for uphill tasks upon graduation using the University of Uyo as a case study. Five objectives, research questions and hypotheses formulated to guide the study were tested using the mean score and chi-square statistical methods respectively. Political Economy theoretical approach with a survey-based descriptive research design was adopted for the study. The population was drawn from 200 level students of 2019/2020 sessions in the Faculty of Business Administration at the University of Uyo with a sample size of 475 using a simple random sampling technique to select a sample for the study. The instrument for data collection was a structured questionnaire titled “Students’ Employability Skills Acquisition Scale (SESAS). The validity of the instrument was determined by two experts and the reliability coefficient range was 0.7- 0.78. The null hypotheses were tested using the chi-square statistical method and all were rejected and the alternate hypotheses were retained. The findings revealed that entrepreneurship education influences the acquisition of employability skills of students at the University of Uyo, Nigeria. The study recommended among others that government should provide the needed equipment and facilities to make the teaching of entrepreneurship education practically oriented in all universities across the country.

Keywords: Entrepreneurship, education, employability skills, development and University of Uyo

Introduction

Throughout the world, entrepreneurship education remains the bedrock for acquiring employable skills by graduates for employment upon graduation. Unfortunately, many countries face economic challenges and immense pressure on higher education to produce quality graduates who can turn around economies with their specialist knowledge and skills (Garwe, 2013). This is because graduate employability is now an issue of national and global concern owing to the ever-rising number of unemployed graduates. In Nigeria, according to Aghaet *al.* (2020), it serves as a core strategy for the reduction of youth unemployment. As reflected in the curriculum of all tiers of education, it aimed to promote, train, and equip the youths in income generation activities. Yet, the wave of unemployment and job scarcity in the country in recent times has been on the increase with graduates not gainfully employed. A lot of graduates acquire little or no skills, despite entrepreneurship education being described as a general course with the view to empowering and equipping students with uphill tasks upon graduation (Undiyaundeye and Otu, 2015; Abogohet *al.*, 2022). This major defect in the Nigerian university educational system is due to producing graduates who have little or no basic skills or any other vocational relevance. These align with the position of Olurundare and Kayode (2014), that aside from the book knowledge that they gain, there are no requisite skills to make them self-dependent.

Studies such as Akpan and Etor (2013) have confirmed that several graduates from Nigerian universities are not gainfully employed, including those living with one form of disability or the other (Effiong and Ekpenyoung, 2017), thereby compounding the economic recession in the country. This, according to Olomola and Shodipe (2017) is because, entrepreneurship educations in Nigerian universities are taught in isolation of employability skills, with a slapdash approach, where undergraduates are taught the theory of entrepreneurship in the first two years, while practical are taught in the third year.

However, scholars in management studies have observed that the intention of introducing entrepreneurship education seems not to be met, as employers of labour consistently complain lack of requisite skills or competencies needed in a job (Umoh, 2021). The situation is gloomy with graduates being unemployed, underemployed, or simply unemployable as in the last five years. It is common knowledge that about 80per cent of graduates in most Nigerian universities find it difficult to get employment every year (Nwosu and Chukwudi, 2018). The government expects entrepreneurial education to contribute to job creation, economic growth, skill enhancement, and the development of an entrepreneurial culture, whereas, skills acquisition has been seen as the driver for the reduction or elimination of joblessness among the youth.

It is in the light of this contention that this study investigated the extent to which entrepreneurship education had provided the requisite skills for employment opportunities among undergraduates of the University of Uyo.

Literature Review

In a narrow perspective, employability can be understood as preparation for a job in which case students are only given knowledge and skills directly related to the job they would wish to pursue (Ejere and Tende, 2012). This understanding has the limitation of leaving out the soft skills that employers are strongly looking for in graduates. To make university education functional, relevant, and practical, the Federal Government of Nigeria, through the National Universities Commission (NUC) made

entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities to ginger in the students' entrepreneurial spirit that will help to curb the increasing rate of graduate unemployment, (Aghaet *al.*, 2020). For Graduates to be successful in the tough environment, candidates for jobs must distinguish themselves from other candidates with similar qualifications. It is no longer sufficient for new graduates to know an academic subject but lacking in skills and competencies that are germane to a job. This was why Jarvis (2012) asserted that universities must prepare and equip graduates with entry-level knowledge and skills for the labour market.

Financial Management Skill and Students' Acquisition of Employability Skills

The entrepreneurial challenge in business is management and finance. This is because; finance is the hardest-to-attain skill among the employability skills. Financial management skill is obtained from entrepreneurial studies through learning. Financial literacy becomes an important factor for students entering entrepreneurship and curbing the risk of entrepreneurial failure (Avlijašet *al.*, 2014). Financial management requires good knowledge in improving students' acquisition of employability skills. Akyol, (2012) observed that employability skills are the core transferrable skills that are needed in nearly every job and therefore, are most effectively taught through participative learning which offers opportunities for work experience. This range of learning helps students to develop leadership, critical thinking, and teamwork abilities (Dania *et al.*, 2014). Students' ability in financial management can be obtained through entrepreneurship education taught in educational institutions. Previous studies regarding entrepreneurship to financial literacy show that educational attainment is significantly related to its level of financial literacy (Akanmu, 2011). Also, entrepreneurship education has an impact on the entrepreneurial skill of university graduates (Ewumiet *al.*, 2014).

Empirical studies conducted in universities in the Cape Coast Metropolis by Ekwue, Udemba and Ojuro, (2019) on the employability of accounting graduates on the analysis of skills sets revealed the skills current accounting practitioners see to be very vital for the accounting profession, without which a fresh employee cannot function effectively. The study which drew its sample from accounting employees in educational institutions and final-year accounting students in selected public universities concluded that core competencies were important in the execution of the accounting job. This implies that the success of an accounting graduate in the field of work rests on the acquisition of these competencies. Implicitly, without the full development of these skills, accounting graduates will not function efficiently in the world of work. In effect, when these qualities, deemed necessary as employment demand, are not well developed in the accounting graduate, they will not be well suited to employment demand.

Similarly, a study carried out by Akpotohwoet *al.*(2016) at Niger Delta University, Bayelsa State with one hundred (180) business education students randomly selected from the Department of Vocational and Technology Education for the study concluded further that students should endeavour to acquaint themselves with all the relevant skills necessary to create and maintain employer's needs. Generally, the results of the study indicate that the respondents have a positive inclination towards entrepreneurship education and the acquisition of employability skills as a panacea for the economic development of any country of the world, including Nigeria.

Communication and Information Management Skill and Students' Acquisition of Employability Skills

Communication skills have been identified as one of the employability skills needed by students for employment and entrepreneurial activities (Sodipo, 2014). It is needed by students to understand communication ethics, to develop cultural awareness and to think critically. It should be noted that job opportunities and successful entrepreneurship depend heavily on someone's communication dexterity. Also, communication has been identified as one of the fundamental determinants of job opportunities, sustenance and security. Recent studies suggest that Communication and Information Management skills may rank high among those skills required for employability and entrepreneurship in Nigerian

environments (Adida and Olanneye, 2006). Communication and Information Management, according to Akpan and Effiong, (2021), is targeted at empowering students with employability and entrepreneurship skills, imparting knowledge and abilities necessary for gainful employment or self-reliance.

An empirical evaluation of Accounting Graduates' employability skills from Jordanian revealed that communication and team skills are very important factors in employment seeking (Oviawe, 2010). The study revealed an obvious gap in graduate perceptions of the skills acquired in accounting education and those that employers expect to find in accounting graduates. In addition, previous research, such as (Sucuahi, 2013), has indicated that the two most important generic skills of oral and written communication are considered imperative for an employable and more acceptable job candidate.

In the same way, in 2015, a study investigated the skills needed for accounting graduates as expected by employers in the Kingdom of Saudi Arabia revealed that Saudi employers considered oral presentation, written communication, and internet research skills, as being important (Zureigat, 2015). The study by Dania *et al.*(2014) confirmed that graduates strongly agreed that communication and information management skills were among the top employable skills at the same time judged as useful in their current jobs. In another inquiry, graduates were considered good at communication and information management (Akyol, 2012).

Administrative Management Skill and Students' Acquisition of Employability Skills

A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. Akpan and Etor, (2013) assert that skill acquisition is the ability to be trained on a particular task or function, equipping students with different skills in the university to help them to be self-reliant, relevant and functional members of the society whether employed by government or self-employed. Management skills are, therefore, as essential to organisations as leadership.

Management of human resources is among the skills acquired in entrepreneurship education required by students for employment, (Aguet *et al.*, 2013). These skills include overseeing human resources, money and overall planning. The importance of business management skills examined by Effiong and Ekpenyong (2017), showed a link between the absence of these skills and the failure of young entrepreneurs with or without disabilities. According to Agha, et al (2020) in a related study, having strong business management skills is essential to maintaining a company's operations as it grows. Ngerem and Ezikpe (2016) further emphasized that equipping university students with different skills is a means of taking corrective measures for the high level of unemployment because without skill acquisition the national goals cannot be realized, hence corruption and violence will be on the increase. Sofoluwe, et al, (2013) asserted that through formal education or on-the-job training, people can invest in learning and obtaining a variety of skills. The most important human outcomes obtained by formal or informal education are skills, according to Jiddah (2016). Administrative management skills are, therefore, as essential to organisations as leadership.

An empirical study on 28 low-income Asian nations found that only about 13per cent of university graduates were considered to have the requisite skills and competencies that are required for their jobs (Mustapha and Maitilee, 2015). Another survey of employment outcomes of over 40,000 accounting and finance graduates in Australia found that only about 55 per cent were in graduate-level jobs, with many graduates in short-term, casual, or part-time work (Bennett *et al.*, 2020). In 2015, about 30 per cent of new business graduates in Australia were still unemployed four months after their graduation (Graduate Careers Australia 2015, as in, McArthur et al. 2017. Other Australian studies have found that there has been a decline in full-time employment outcomes and a rise in unemployment among business graduates in Australia (McArthur *et al.*, 2019). In Europe, unemployment among college graduates stood at 50.8per cent in North Macedonia, 44.7 per cent in Greece, 43.5 per cent in Italy, and 24.6 per cent in Spain (Calvo and Garcia, 2021). Moreover, 13 European countries had college graduate unemployment above the desired 18 per cent threshold (Garcia and Sanchez, 2023). In the UK, about 58 per cent of graduates were in non-graduate or low-skilled jobs.

Given that the fundamental idea of administrative management of education programmes is to impart functional skills to students, these calls for urgent intervention. Also, the lack of relevant

administrative management skills among new graduates has partly contributed to graduate unemployment and underemployment in both developed and developing economies.

Risk Management Skill and Students' Acquisition of Employability Skills

In its simplest terms, risk management is thinking about what could possibly go wrong, deciding how likely and/or catastrophic that would be, and taking action to avoid either the problem or its consequences (Calvo and Garcia, 2021). Students develop their employability skills during their studies through gaining expertise in a chosen field and acquiring the skills, capabilities and personal attributes that they need to excel as graduates. The twenty-first-century entrepreneurs cannot survive in the global integrated competitive market without the capacity to manage risk and improved employability skills (Umoh, 2021). Hence, skill development has become increasingly crucial for the foreseeable future in the labour market. The main distinction between entrepreneurs and regular employees, according to Thomas and Mueller (200), is the willingness to take risks. Because the former, immediately assumes the risk of loss or gain, being an entrepreneur also sets one apart from professional management in a corporation.

An empirical study on risk management by Oko-Jaja (2009) pointed out that entrepreneurship is all about risk-taking, risk-taking is about survival and survival is about life. Entrepreneurs are undoubtedly reasonable risk takers, (Adesope, 2009). The growing incidence of graduate unemployment in the face of acute skill shortages presents a paradox that further complicates the analysis of labor market distortions in Nigeria (Basse and Atan, 2012). The primary purpose of entrepreneurial education is to develop the learners' entrepreneurial capacities and mindsets. This will help graduates to recognize business opportunities, mobilize resources, and exploit the opportunity for self-employment which will be beneficial for community and national development, (Olomola and Sodipe, 2017). Many scholars in business management in the early century had identified entrepreneurship with the function of uncertainty and risk bearing, the coordination of productive resources, the introduction of innovation, and the provision of technical know-how for a more robust society, (Kim, 2012; Oliver, 2013; Oboreh, *et al.*, 2019).

Marketing Skills and Students' Acquisition of Employability Skills

Marketing is the management process for identifying, anticipating and satisfying customer requirements profitably. There is a wide range of skills needed to become a good marketer. Like any other role, it is possible to argue that almost any skill is essential, but some are more important than others, (Oliver 2013). Marketing used to be a very creative role, partly because there was very little hard information about customers or the effect of marketing campaigns. Now, however, with much marketing, research and buying activity being online, there is an increasingly large amount of data about customers. Marketing has become much more than just advertising or selling, (Oboreh and Nnebe, 2019). It is about understanding what customers want and supplying it. Good general commercial awareness is also essential for marketers. They also need to know about future and forthcoming regulatory changes, and how these might affect the business.

Empirical research by Jiddah (2016) shows that highly ranked workers enable organizations to meet the rate of rising and falling requests for new products and services of the workers in an organization. Poor equipping of graduates has contributed greatly to graduates not getting employed and performing well in their place of work. Employability is a management philosophy; developed by a student Rashid Khan from India, Mumbai, which recognizes that employment and market performance stem from the initiative, creativity and competencies of all employees and not just from the wisdom of senior management. Employability incorporates the dual aspects of supply and demand of labour to show that advancing one's position in the labour market by gaining credentials is partially dependent on structural factors outside the individual's control, (Effiong and Ekpenyong, 2017). Therefore, graduate employability, as defined by Kim (2012), is a wide range of attributes and competencies that enable a job seeker to gain and maintain employment, hence, according to Knight and Yorke (2004)cited in Ndlovuet.

al. (2016) is the capacity to get a job, function in a job and be able to progress within the job or between jobs.

Theoretical Framework

Political Economy Theoretical Approach has been adopted and used for the study. The approach, according to Agha *et al.*(2020), is an intersection between politics and production relations in most societies of the world. The research which is premised on the political economy viewpoint, observed here that, a strong relationship existed between education, graduates' skills acquisition and the national economic development of Nigerian governments. This, according to Ekpo (2016), is because the education sector is important and pivotal to the supplies of skilled manpower needed for the achievement of national socio-economic and political developments in the country. The Nigerian National Policy on Education (2004) describes education as a veritable tool for enhancing economic growth and national development.

Political economy argues that entrepreneurship education is being offered in all universities and other higher institutions, to equip students with employability skills upon graduation, yet, the economy is still incapable of absorbing most of them, and unemployment among graduates has remained one of the fundamental challenges threatening the economic development. It argued further, why the rate at which university graduates are seeking employment should continuously outpaces the capacity of the economy to provide employment. The political economy approach is of the view that the scourge of graduate unemployment in Nigeria should be blamed on the dysfunctional nature of our educational system and not only as alleged that most graduates do not possess relevant skills that would-be employers may need. The reason is to afford the political class opportunities to enrich the pocket with white elephants poverty alleviation or eradication programmes to cart away public funds under the guise of fighting unemployment to blight the plight of the poor masses in Nigeria. The theory argues further that the infrastructural system which has decayed over time, frequent power interruptions and inadequate funding and poor budgetary allocations to the education sector constitute major constraints to effective teaching of entrepreneurship education in the universities.

The major aim of this study therefore was to examine how entrepreneurship education determines the acquisition of employability skills amongst University students in Nigeria. In the light of this, the following hypotheses were formulated to guide the study:

Ho1: There is no significant influence between entrepreneurship education and the acquisition of financial management skills of the students.

Ho2: There is no significant influence between entrepreneurship education and the acquisition of communication and information management skills of the students.

Ho3: There is no significant influence between entrepreneurship education and the acquisition of administrative management skills of the students.

Materials and Methods

The study adopted a survey-based descriptive research method as a research design. The population of the study consisted of all undergraduates of the University of Uyo. The University which was established in 1988 has 2 Colleges, and 12 Faculties with several Departments under it but the Faculty of Business Administration was selected for this study.

The population of this study consists of all 200 levels of students (estimated at 485) admitted to the Faculty of Business Administration for the 2019/2020 sessions. The simple random sampling technique was used to select 475 students as the sample size for the study. First, the Departments were sampled as clusters of which 75 per cent of the respondents were drawn from the 2019/2020 level 200

students, across the Departments of Business Management, Marketing, Banking & Finance, Insurance and Risk Management and Accounting.

The researcher administered the copies of the instrument with the help of five research assistants. The research assistants were guided on how to administer the questionnaire and the difficult issues/items in the questionnaire were explained to the respondents. The instrument was distributed to the respondents and collected same at the same time. The administration of the instrument was successful as the respondents were very cooperative in aiding the progress of the study by complying with the researcher appropriately. Out of 485 administered, 475 were retrieved, giving a 97.9 per cent return rate.

The data collected from the responses to the items in the questionnaire were tabulated. The data consisted of the responses of each of the 475 students to each of the main variables used in the study. The data collected were analyzed using the mean score to answer the research questions while the related chi-square test was used in testing all null hypotheses at 0.05 level of significance.

Results and Discussion

Table 1: Influence of financial management skills on entrepreneurship education and acquisition of employability skills of the students in University of Uyo

Variable	Respondents' Frequency				Mean Score	Decision
	SA	A	SD	D		
Financial Management Skills	175	154	96	50	2.84	Strong Influence
Entrepreneurship Skill Acquisition					475	0.00

A = Agreed (mean of 2.5 and above), D = Disagreed (mean below 2.5)

Source: Fieldwork (2023)

Table 1 depicts the result of financial management skills in entrepreneurship education of self-rated by 475 sample respondents of students. This variable got a mean score rating value of 2.84 which is above the theoretical mean value of 2.5. This implies that financial management skills in entrepreneurship education influence the acquisition of employability skills of students in the University.

Table 2: Influence of communication and information management skill on entrepreneurship education and acquisition of employability skills of the students in University of Uyo

Variable	Respondents' Frequency				Mean Score	Decision
	SA	A	SD	D		
Communication and Information Management Skills	161	142	75	97	2.77	Strong Influence
Entrepreneurship Skill Acquisition					475	0.00

A = Agreed (mean of 2.5 and above), D = Disagreed (mean below 2.5)

Source: Fieldwork (2023)

In Table 2, the result revealed that the mean score for communication and information management skills in Entrepreneurship Education is 2.77; therefore, it is regarded as a strong influence. This implies that communication and information management skills in Entrepreneurship Education influence the acquisition of employability skills of the students of the University.

Table 3: Influence of administrative management skills on entrepreneurship education and acquisition of employability skills of the students in University of Uyo

Variable	Respondents' Frequency				Mean Score	Decision
	SA	A	SD	D		
Administrative Management Skills	201	114	95	65	2.94	Strong Influence
Entrepreneurship Skill Acquisition					475	0.00

A = Agreed (mean of 2.5 and above), D = Disagreed (mean below 2.5)

Source: Fieldwork (2023)

In Table 3, the result revealed that the mean score for administrative management skills in Entrepreneurship Education is 2.94, regarded as a strong influence and thus, implies that administrative management skills in Entrepreneurship Education influence the acquisition of employability skills of the students in the University.

Table 4: Influence of risk management skill on entrepreneurship education and acquisition of employability skills of the students in University of Uyo

Variable	Respondents' Frequency				Mean Score	Decision
	SA	A	SD	D		
Risk Management Skill	190	111	98	76	2.87	Strong Influence
Entrepreneurship Skill Acquisition					475	0.00

A = Agreed (mean of 2.5 and above), D = Disagreed (mean below 2.5)

Source: Fieldwork (2023)

In Table 4, the result revealed that the mean score of risk management skill in entrepreneurship education is 2.87, which is above the theoretical value of 2.5 and is also regarded as a strong influence. This implies further that risk management skills in entrepreneurship education influence the acquisition of employability skills of the students in the University.

Table 5: Influence of marketing skill on entrepreneurship education and acquisition of employability skills of the students in University of Uyo

Variable	Respondents' Frequency				Mean Score	Decision
	SA	A	SD	D		
Marketing Skill	200	113	92	70	2.93	Strong Influence
Entrepreneurship Skill Acquisition					475	0.00

A = Agreed (mean of 2.5 and above), D = Disagreed (mean below 2.5)

Source: Fieldwork (2023)

In Table 5, the result revealed that the mean score of marketing skill in entrepreneurship education is 2.93, which is above the theoretical value of 2.5 and also regarded as a strong influence. This implies further that marketing skills in entrepreneurship education influence the acquisition of employability skills of the students in the University.

Table 6: Chi-Square test on influence of financial management skill in entrepreneurship education on acquisition of employability skills of the students

Variables	Calculated Value	df	Critical Value	p=Value	Decision
Financial management skill	606.776	27	40.113	0.05	*

Note: * = p is significant

Source: Fieldwork (2023)

The result in Table 6 gives the Chi-square value of 606.776 and a p-value of <0.05 which leads to the rejection of the null hypothesis, therefore, there is a significant influence of financial

management skills in entrepreneurship education and acquisition of employability skills of the students.

Table 7: Chi-Square test on influence of communication and information management skill in entrepreneurship education on acquisition of employability skills of the students

Variables	Calculated Value	df	Critical Value	p=Value	Decision
Communication and Information Management Skill	327.988	27	40.113	0.05	*

Note: * = p is significant

Source: *Fieldwork (2023)*

The result in Table 7 gives the Chi-square value of 327.988 and a p-value of <0.05, which leads to the rejection of the null hypothesis, therefore, there is a significant influence of communication and information management skills in entrepreneurship education and the acquisition of employability skills of the students.

Table 8: Chi-Square test on influence of administrative management skill in entrepreneurship education on acquisition of employability skills of the students

Variables	Calculated Value	df	Critical Value	p=Value	Decision
Administrative Management Skill	334.476	27	40.113	0.05	*

Note: * =p is significant

Source: *Fieldwork (2023)*

The result in Table 8 gives the Chi-square value of 334.476 and a p-value of <0.05 which leads to the rejection of the null hypothesis, therefore, there is a significant influence on administrative management skills in entrepreneurship education and the acquisition of employability skills of the students.

Table 9: Chi-Square test on influence of risk management skill in entrepreneurship education on acquisition of employability skills of the students.

Variables	Calculated Value	df	Critical Value	p=Value	Decision
Risk management skill	197.974	27	40.113	0.05	*

Note: * = p is significant

Source: *Fieldwork (2023)*

The result in Table 9 gives the Chi-square value of 197.974 and a p-value of <0.05 which leads to the rejection of the null hypothesis, therefore, there is a significant influence on risk management skills in entrepreneurship education and the acquisition of employability skills of the students.

Table 10: Chi-Square test on influence of marketing skills in entrepreneurship education on acquisition of employability skills of the students

Variables	Calculated Value	df	Critical Value	p=Value	Decision
Marketing Skills	163.492	27	40.113	0.05	*

Note: * = p is significant

Source: *Fieldwork (2023)*

The result in Table 10 gives the Chi-square value of 163.492 and a p-value of <0.05 which leads to the rejection of the null hypothesis, therefore, there is a significant influence of marketing skills in entrepreneurship education and acquisition of employability skills of the students.

Conclusions and Recommendations

Based on the findings of this study, it can be concluded that entrepreneurship education is capable of equipping undergraduates with the requisite skills for job opportunities upon graduation. However, not all who received entrepreneurship education could establish their own business. This could be attributed to poor implementation of entrepreneurship education programme in the universities. Perhaps, some practical aspects that would have equipped students with the requisite skills for establishing enterprises were not emphasized. This is coupled with insufficient equipment and facilities. The study recommended among others that:

- i. The Ministry of Education in partnership with the National Universities Commission, Tertiary Education Trust Fund, and the National Commission for Colleges of Education should provide adequate and consistent training and re-training programmers for capacity building for business educators to enable them to keep abreast with trends in the changing demands of the society.
- ii. The University curriculum should seek to produce graduates who are critical and creative thinkers, with real skills, those who are ready to challenge the status quo, ready to make mistakes and learn from them. Graduates, who are not afraid to put forward novel ideas, listen to others and be ready to compromise where necessary.
- iii. Entrepreneurship education should be introduced as a compulsory credit load course for all the new entrants; overhaul the tertiary institutions in terms of provision of modern infrastructure, equipment, materials, and maintenance; review the present curricula to meet the modern globalization and technological dynamics.
- iv. There should be concerted effort and policy towards the adequate funding and massive investment in entrepreneurship education; the gap between the employers of labour and the managers/administrators of tertiary institutions must be bridged through a collaboration of efforts.
- v. The private sector could provide students with exchange programmes in the form of industrial attachment, induction and overseas programme training sponsorship for the indigent and potential entrepreneurs and professionals in the entrepreneurial field.
- vi. The government should provide the needed equipment and facilities to make the teaching of entrepreneurship education practically oriented in all universities across the country.

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