

THE IMPERATIVES OF TEACHING METHODS IN IMPROVING THE ENTREPRENEURIAL COMPETENCIES OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN SOUTH EAST AND SOUTH SOUTH STATES OF NIGERIA

Nwokike Felicia Ogonnia Ph.D

Department of Technology and Vocational Education, Enugu State University of Science and Technology (ESUT), Nigeria

ABSTRACT: *Globally, there is current emphasis on entrepreneurship education mostly in developing countries. Despite the laudable objectives of entrepreneurship education, observation shows that business education graduates in South East and South South States of Nigeria still lack the requisite skills needed for self-employment. The main aim of this study was to determine the imperatives of teaching methods in improving the entrepreneurial competencies of business education students in Universities in the South East and South South States of Nigeria for self-employment. The study adopted a survey research design and it covered the 15 Universities in the South East and South South States of Nigeria offering business education programme. The population comprised 109 respondents. The entire population was used; therefore, no sample was drawn. A self –structured four point scale questionnaire was used for data collection and it was validated by three experts. The reliability was determined using Cronbach Alpha while the reliability co-efficient yielded 0.73. Mean and Standard deviation were used to answer the research question while analysis of variance was used to test the hypothesis at 0.05 level of significance. Based on the research findings, the respondents agreed that the use of practical activities and demonstration method as an instructional skill could improve the entrepreneurial competencies of business education students and also the use of mentorship could equally do the same. The study recommends that the use of practical activities and demonstration method should be highly utilized by business educators in teaching entrepreneurship education in order to improve the entrepreneurial competencies of business education students for self-employment. Also, business educators should encourage the students to associate with their mentors so as to tap from their wealth of experience.*

KEYWORDS: *Teaching method, business education, entrepreneurial competencies self-employment.*

INTRODUCTION

Entrepreneurship education is one of the instruments that empower youth to be in control of their future and to be job creators instead of job seekers. Akpoveta and Agbomah(2009) stated that the increasing incidence of youth unemployment particularly among university graduates has been associated with existing weakness in the nation's educational system which places more emphasis on paper qualification than pragmatic education. They stressed that this resulted in production of unemployable graduates that are not suited for the labour market.

Entrepreneurship education according to National Board for Technical Education (2008) is learning directed towards developing in young people those skills, competencies, understanding and attributes which equip individuals to be innovative, creative and to successfully manage personal businesses. Rowel (2011) observed that entrepreneurship education seeks to prepare people, particularly youths to be responsible and entrepreneurial thinkers by engaging in real life situation where they can take risks, manage the results and learn from the outcomes.

Entrepreneurship education has its objectives as the inculcation of knowledge and skills for self-reliance. According to Oborah(2006), one of the main objectives of entrepreneurship education is to provide meaningful education for the youths which could make them self-reliant. Entrepreneurship education also provides graduates with enough training that will make them creative and innovative in identifying new business opportunities. There are so many benefits accruing from entrepreneurship education such as being ones' own boss, job creation and economic growth. Nwokike (2010) opined that entrepreneurship education is very important because it provides meaningful education for the youths which makes them self-employed, provides job security and subsequently encourages them derive profit and make them to be job creators. One of the effects of entrepreneurship is job creation.

Job creation involves the process of providing new jobs for the unemployed. When an individual is self-reliant, he can employ others. Job creation is one of the ways unemployment could be curtailed in a developing country. Unemployment rate has been notoriously higher in developing nation. Pietro and paalo (2009) identified the following advantages of job creation easy employment, increases a country's output and raises the ratio of workers to pensioners. For business education students to be job creators and contribute their quota in the economic development of Nigeria on graduation, they need to possess some basic entrepreneurial competencies.

Competency is a significant factor in any job. Before any individual can create job, he/she must be competent in that job. Maduabum(1992) defined competency as a combination of knowledge, skills attitudes and values displayed in the context of task performance. According to Maduabum, competency can be developed through training which is adequate for accomplishing some specific tasks. In the view of Onojetah(2011), competency is regarded as a functional ability to apply practical situations, essential methodologies and technologies of a particular subject matter. Entrepreneurial competency in the context of this study is the ability of business education students to acquire the required skills, knowledge and attitude in order to perceive business opportunities, establish a business and run it successfully. Business education students need entrepreneurial competencies in order to be effective in their chosen field of work and entrepreneurship education must be taught with the right teaching method so as to inculcate the right skill and attitude to the students. Therefore, teaching method adopted by a business educator in teaching entrepreneurship is very imperative for improving the entrepreneurial competencies of business education students. Instructional skills concerns the approach a teacher may use in order to achieve the stated learning objectives. Improving simply means to make something better. Teaching and learning can only be effective if the instructional objectives are achieved. Learning objectives can be achieved only if a teacher applies the right teaching method. Instructional skills are used by a teacher to create learning environment and to specify the nature of the activity in which the teacher and the learner

will be involved during the lesson. What students learn depends not only on what they are taught but what they have achieved.

A teaching method comprises the principles adopted by a teacher to achieve the desired learning objectives. Therefore teaching methods in the context of this study are strategies adopted by a business educator in imparting the desired knowledge and skills to the students in a classroom. Teaching business education programme involves various activities or different teaching methods. A business educator should adopt a right teaching method in order to help the students develop their entrepreneurial skills and competencies. Osuala (2004) identified the following practical techniques of teaching entrepreneurship education.

The demonstration method of teaching shows learners how to do a task with the aim/goal of teaching the learners to perform the task independently. Osuala (2004) reported that demonstration method is a learning technique which promotes the acquisition of specific manipulative skill within a short time. Okoye and Ndinechi (2012) advocates demonstration method ensures the acquisition of manipulative skills within a short time and provides concrete and real picture of what is being presented to supplement words and images and usually results in a more lasting impression. Demonstration method is best used in teaching practical skills such as data and word processing. According to Olaloke (2005), Demonstration method is of two types, method demonstration and result demonstration. Method demonstration can be used in teaching business education courses especially in data and word processing. A business educator teaching the students how to master the home keys in computer keyboard can use demonstration method to show students how to place their fingers on the home keys of the computer keyboard and the correct sitting position. Demonstration method is also useful in writing a word in shorthand. For instance in teaching a student how to write upward R and down ward R which are the two ways of writing R in shorthand. The teacher should demonstrate to the students how to write upward R which starts from bottom writing upwards while that of downward R starts from top writing downwards. According to Imogie (2001) and Ogwo and Oranu (2006) people use their sense for learning in the following proportion: 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing.

The greatest advantage of using demonstration method as a teaching skill is that it provides opportunity for students' participation. If students are fully involved in doing a task, it will help in improving their entrepreneurial skills and competencies. This method can be used in teaching all the three areas of specializations in business education in the universities which include Accounting education, Secretarial education and Marketing education.

Field trip is another teaching skill that involves a teacher taking the student to site or locations where students can collect data/ information by seeing things directly. Olatoke (2005) states that field trips enable students to study industrial processes, and to see the relevance of laboratory and workshop practical. In situation where the department do not have information and communication Technology laboratory for training, or other business machines, the students can be taken to other institutions that have the facilities for training. Field trip is very important because it exposes the student to modern technological facilities with the adequate machines, tools and equipment.

Apart from the teaching methods identified by Osuala (2004) for teaching business courses, e-learning is another modern instructional strategy that can be used to improve the entrepreneurial competencies of business education students. According to Govidasammy(2002) in Okigbo and Ndolo (2011), e-learning is an instruction delivered via all electronic media such as the internets , intranets, extranets, satellite broadcasts, audio/video tapes, interactive TV and CD Room. E-learning is the use of computers as the key component of education environment. This explains that the core component of electronics learning is computer. This is in conformity with the statement made by Ezeh (2011) that e-learning services have evolved since computer was first used in education. He stresses that computer supported collaborative learning (CSCL) is one of the most promising innovations to improve teaching and learning and with the help of modern information technologies. Nwokike (2011) noted that e-learning can be useful in improving the quality of education in Nigerian Schools. This is in line with the statement made by Oboegbulam (2005) that e-learning can be used to correct the imbalances of the old system of education and helps to develop new teaching and learning techniques. Nwokike (2010) states that e-learning is the use of computers in classroom whereby the teacher will be present and every child will have his or her lap top (face to face teaching)or the computer can be used for distance or digital learning. This involves changing from analog system to a digital system of educational delivery.

Computer as a key component of ICT is used in teaching data and word processing in business education. The main objective of data and word processing in business education is to help the students to develop their entrepreneurial skills and competencies. The skills and competencies acquired can be utilized by the students after graduation by opening business centers and managing them successfully.

Mentoring as modern instructional technique can play a significant role in skill development of business education students thereby enhancing their entrepreneurial competencies. Mentoring is a system of semi-structured guidance whereby a person shares his or her knowledge, skills and experiences with less experienced person in order to assist the less experienced to progress in his or her life or career. Medialink (2005) pointed out that mentoring is a proven way to positively influence a young person's growth and development. They emphasize that research has shown that people with mentors are more likely to feel self- confident, develop personal talents, skills and have a stable job. As an instructional skill for improving the entrepreneurial competencies of business education students, it requires that every business education student should be encouraged to have a mentor for acquiring skills and life experiences'. A mentor should be a confident adviser, teacher, guide, role model, coach and a friend to the mentee. Chibuike and Waziri (2011) observed that business educators should inculcate in business education students entrepreneurial spirit that would enhance their ability to decipher business opportunities in ones' immediate environment through imparting in students the required skills and management competencies necessary to make them excellent entrepreneurs. This means that business educators in the universities should adopt the teaching method that can help to improve the entrepreneurial competencies of the business education students for self- employment. Onyeji (2013) advocated for new teaching methods in universities .He condemned the one way syndrome of dishing them to students without challenge. It is against this backdrop that the researcher seek to determine the teaching method adopted by business educators in the for improving the entrepreneurial competencies of business education students in Universities in South East and South South States of Nigeria for self-employment.

Statement of the problem

The high rate of unemployment among school leavers and college graduates has been attributed to lack of skills and competencies required in the world of work. Alagye and Utor (2011) stated that despite the introduction of entrepreneurship education in tertiary institutions, in the country, there are increasing cases of graduate unemployment in the country. This may be attributed to the teaching methods that do not promote acquisition of entrepreneurial competencies of business education students adopted by business educators in teaching entrepreneurship education.

Purpose of the study

The general purpose of the study is to determine the teaching method adopted by business educators in improving the entrepreneurial competencies of business education students in Universities in the South East and South South States of Nigeria for self-employment. Specifically, the study sought to:

1. determine the instructional skills for improving the entrepreneurial competencies of business education students in Universities in the South East and South South States of Nigeria for self-employment.

Research question

1. What are the instructional skills for improving the entrepreneurial competencies of business education students in Universities in the South East and South South States of Nigeria for self-employment?

Hypothesis:

H₀₁: There is no significant difference in the mean ratings of business educators in the Federal, State and Private Universities on the instructional skills that can improve the entrepreneurial competencies of business education students for self-employment.

METHOD

This study adopted a descriptive survey research design. Survey research design was considered suitable because the opinion of business educators in Universities in the South East and South South States of Nigeria were sought on instructional skills for improving the entrepreneurial competencies of business education students for self-employment. The study covered the 15 Universities in South East and South South States of Nigeria offering business education programme. The population for the study comprised 109 respondents made up of 34 business educators from the Universities in the South East and 75 business educators from the Universities in the South South. Due to the small size of the population, the entire population was used, therefore no sample was drawn. A self-structured questionnaire developed by the researcher was the instrument used for data collection. The instrument was validated by three experts in terms of clarity, appropriateness of the language and expression and instruction to the respondents. Data generated from the pilot survey were analyzed using cronbach Alpha measure of internal consistency. The reliability of the instrument yielded reliability co-efficient of 0.73. The researcher with the help of trained research assistants administered the instrument to the respondents. Out of the 109 copies of questionnaires administered, 89 completed copies were retrieved and used for analysis. The data collected was analyzed using mean with standard deviation while Analysis of

variance (ANOVA) was used to test the hypothesis at 0.05 level of significance. For decision to be reached regarding mean, the upper and lower class limits were adopted. Therefore, 3.50-4.00 (strongly agree), 2.50-3.49 (agree), 1.50-2.49 (disagree) and 1.00-1.49 (strongly disagree). For the analysis of variance, the null hypothesis was not rejected when F. calculated was less than the critical F. ratio but rejected when the F. calculated exceeds the critical F. ratio.

Data presentation and results

Research question 1: What are the instructional skills for improving the entrepreneurial competencies of business education students in the Universities in the South East and South South States of Nigeria for self-employment?

Table 1

Mean ratings with standard deviation of respondents on the instructional skills that could improve the entrepreneurial competencies of business education students.

S/NO.	Instructional skills	\bar{X}	SD	Decision
1	Use of assignment by business educators can be effective for teaching business courses.	3.51	0.50	Agree
2	use of practical activities for teaching business education students can enhance their entrepreneurial competencies	3.68	0.46	Agree
3	Exposing business students to field trip can boost their entrepreneurial competencies	3.49	0.55	Agree
4	Discussion method can be effective in teaching business courses	3.22	0.56	Agree
5	Use of demonstration method teaching can enhance their entrepreneurial competencies	3.60	0.50	Agree
6	Inquiry approach to learning can be utilized by the lecturers in teaching business courses	3.31	0.56	Agree
7	Concept mapping as an instructional strategy can enhance the entrepreneurial competencies of business education students	3.16	0.50	Agree
8	Co-operative learning as an instructional strategy can help to improve the entrepreneurial competencies of business education students	3.25	0.46	Agree
9	The use of conventional lecture method can be effective in teaching business courses	2.75	0.77	Agree
10	Use of guided discovery method of teaching by the lecturers can help to improve the entrepreneurial competencies of business education students	3.25	0.51	Agree
11	Mentoring as an instructional strategy could be effective for improving the entrepreneurial competencies of business education students	3.48	0.50	Agree
12	Use of electronic learning facilities for teaching business courses can help to improve the entrepreneurial competencies of business education students	3.47	0.59	Agree
Grand mean/Standard Deviation		3.34	0.55	Agree

Table 1 shows that all the instructional skills have their mean score within the lower and upper class limit of 2.50 to 3.49. Item No. 2 has the highest mean score of 3.68 (use of practical activities for teaching business education students) whereas item no.9 has the lowest mean score of 2.75 (use of conventional lecture method in teaching business studies). The grand mean of 3.34 shows that the uses of identified instructional skills are imperative for improving the entrepreneurial competencies of business education students. The grand mean of 0.55 shows that the respondents are very close in their ratings. Therefore the business educators in the south East/South States of Nigeria agree that the above instructional skills can be effectively be utilized by the business educators in the universities for improving the entrepreneurial competencies of business education students. Though the use of conventional lecture method should be minimized.

Hypothesis 1: (H₀₁)

There is no significant difference in the mean ratings of business educators with respect to their institutional ownership on instructional skills that could improve the entrepreneurial competencies of business education students.

Table 2

Item by item analysis of Variance (ANOVA) of Business Educators' mean ratings with respect to their Institutional ownership on instructional strategies that could improve the entrepreneurial competencies of Business Education Students.

s/n	Instructional skills	\bar{x}_1	\bar{x}_2	\bar{x}_3	f. cal.	ratio f. critical.	Decision
1	Use of assignments by business can be effective for teaching business courses.	3.52	3.52	3.50	0.65	2.29	NS
2	Use of practical activities for teaching business education student can enhance their entrepreneurial competencies	3.24	3.26	3.25	0.00	2.29	NS
3	Exposing business students to field trip can boost their entrepreneurial competencies	3.50	3.48	3.50	0.04	2.29	NS
4	Discussion method can be effective in teaching business courses	3.24	3.22	3.19	0.74	2.29	NS
5	Use of demonstration method in teaching can enhance their entrepreneurial competencies	3.59	3.63	3.50	0.79	2.29	NS
6	Inquiring approach to learning can be utilized by the lecturers in teaching business course	3.35	3.33	3.38	0.03	2.29	NS
7	Use of Concept mapping as an instructional strategy	3.13	3.19	3.25	0.33	2.29	NS
8	Co-operative learning as an instructional strategy can help to	3.24	3.26	3.25	0.05	2.29	NS
9	The use of conventional lecture method can be effective in teaching business courses	2.24	2.78	2.75	0.10	2.29	NS

10	Use of guided discovery method of teaching	3.24	3.26	3.25	0.02	2.29	NS
11	Mentoring as an instructional strategy can be effective for teaching business courses.	3.48	3.43	3.50	0.13	2.29	NS
12	Use of electronic learning facilities for teaching business courses.	3.46	3.48	3.50	0.09	2.29	NS

Table 3: Summary of ANOVA of business educators mean ratings on instructional skills that could improve entrepreneurial competencies of business education students.

Source of variation	Degree of freedom	Sum of squares (ss)	Means of squares (ms)	f.cal	Critical value of f	Decision
Between groups	2	0.0027	0.00135	0.001	2.29	Do not reject Ho1
Within groups	86	111.34	1.2945			
Total	88					

Table 3 shows the summary of the analysis of variance (ANOVA) for Ho₁. The summary show the F. calculated value of 0. 001. This revealed that f. calculated is less than the critical value of F of 2.29 at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, there is no significant difference in the mean ratings of business educators teaching in the Federal, State and Private Universities offering business education programme in the South East and South South States of Nigeria.

DISCUSSION OF THE FINDINGS

The data presented in Table 1 provided answers to research question 1. The result of the study revealed that all the teaching skills were considered appropriate for improving the entrepreneurial competencies of business education students, though the use of lecture method has the least mean score. This is an indication that lecture method as an instructional skill cannot be effective in teaching entrepreneurship education but can be used to an extent. Entrepreneurship education should be taught not only for passing examination but emphasis should be on owing a business. Business educators in the south East and South South States of Nigeria were of the opinion that the use of practical activities for teaching business education students can improve their entrepreneurial competencies. This result agrees with findings of Nwagbo and Chukelu (2011) who found that practical activity method fosters the acquisition of science process skills better than lecture method. Esomonu (2013) posited that active participation of students in both theory and

practice is very necessary for acquisition of practical skills. Esomonu further stated that technical skill acquisition by technical college students would be enhanced if the technical college teachers carry out proper integration of technical theory with practical activities in their lessons. The findings are also in consonance with Nwokike (2011) who opined that theory should be linked with practice. Business education graduates should be equipped theoretically and practically. This will enhance their entrepreneurial competencies. Therefore, use of practical activities during lessons should be highly utilized by the business educators..

The study equally revealed that the use of demonstration method in teaching business courses could improve the entrepreneurial competencies of business education students. According to (Ogwu and Oranu) 2006 technical and vocational education courses are dependent upon technical equipment, tools, new materials, machines and process. As a result, the use of classroom demonstration is an integral part of lesson presentation. The result of this study is in conformity with the observation made by Baird (1972) in Ogwu and oranu (2006) that demonstration is one of the most effective teaching methods used in technical/vocational education courses because it shows students exactly what is to be done, why it is done in a certain way, how to do it and how to apply the skill or procedure that is essential in completing a given task. The result of this study is also in consonance with Onwukwe & Ezeomyin (2012) who concluded that demonstration method is the most effective in enhancing students' interest in accounting. It is also important to note that the result of the study shows that the use of conventional lecture method may not be effective in teaching business courses. This result gave credence to what was found by Onwukwe & Ezemoyin (2012) that demonstration method was the most facilitating, followed by electronic media and lecture method was the least in enhancing students' interest in accounting. Students' interest in learning can only be stimulated if the right teaching method is used. This result also has support what had been found in Okigbo and Okeke (2011) in Onwukwe & Ezemoyin (2012) who reported that students' interest in accounting can be improved through the use of appropriate teaching methods. Therefore, the use of appropriate teaching method could enhance the entrepreneurial competencies of business education students.

The result of the analysis of the first null hypothesis, table 2, indicates that there was no significant difference in the mean ratings of business educators with respect to their institutional ownership on instructional skills that could improve the entrepreneurial competencies of business education students. This implies that all the respondents were of the same consensus over the instructional skills that could improve the entrepreneurial competencies of business education students irrespective of their institutional ownership.

CONCLUSION

Business educators need to adopt the right teaching methods for teaching entrepreneurship education with the ultimate aim of improving the entrepreneurial competencies of business education students. The researcher concluded that teaching method is imperative for improving the entrepreneurial competencies of business education students in Universities in South East and South South. States of Nigeria. The findings of this study have implication for business educators. This implies that business educators need to adopt most effective instructional skills such as the

use practical activities so as to equip business education students with entrepreneurial skills so that on graduation, they can be self-employed.

Recommendations:

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

1. The use of practical activities and demonstration method should be highly utilized by business educators in teaching so as to equip the students with entrepreneurial competencies for self-employment.
2. Business educators should highly emphasis the relevance of mentorship to the students.

REFERENCES

- Alagye, A.E& Utor, J.O (2011). The effect of demonstration strategy in teaching entrepreneurship education among business education students in College of Education Jalingo,Taraba State. *Nigerian Vocational Association Journal*.16(1)192-196
- Akpoveta,B.E.&Agbomah,D.(2009).Entrepreneurship development and skill acquisition schemes as tools for youth self-employment, economic empowerment and national development.*Journal of industrial and technological research*.5 (1)25-29.
- Esomonu,M.N.(2014).Strategies for improving acquisition of skills in Technical Colleges in Anambra State. *An unpublished M.Sc Thesis. Department of Technology and Vocational Education, Enugu State University of Science and Technology*.
- Eze,P.C. & Eze, M.E.(2011). Determination of critical success skills for business centre operators in Idah. *A paper presented at the Niger Vocational Association Annual conference of 2011 held at University of Nigeria Nsukka*.
- Maduabum, M.A.(1992). Education for academic excellence: What professional competencies do senior secondary school biology teachers need? *A paper presented at the 1st Alvan International conference on Education and research held at Alvan Ikoku College of Education Owerri on 9th -13th August 1992*.
- Medialink(2005).Innovative new programme expands the concept of mentoring. Retrieved from <http://www.medialink.com.medialink/> on 15th October 2016.
- National Board for Technical Education (2008): *Entrepreneurship Education*. (Curriculum and course content). Kaduna: NBTE.
- Nwokike, F.O. (2010). Accounting education for sustainable entrepreneurship. *International Technology research journal (INTERJ)*.A publication of the Department of Technology and Vocational education. Enugu State University of Science and Technology (ESUT) Enugu, Nigeria.1 (1)57-63.
- Nwokike, F. O. (2010). Economic implications of E-learning in Nigeria educational system. *A paper presented at the 2010 annual conference of the faculty of education of Nnamdi Azikwe University Awka*.
- Nwokike, F.O.(2011).Optimizing E-learning opportunities for effective delivery of business education in tertiary institution in the 21st century.
- Oboegbulam, A. (2005). ICT and school personnel administration. A workshop on technology as a tool for effective school administration organized by the curriculum development and instructional material centre, University of Nigeria, Nsukka

- Oborah, J.O. (2006). Business education and entrepreneurship development: A survey of enterprise opportunities. *Business education journal*. 2 (2) 34-38.
- Ogwo, B.A., & Oranu, R.N. (2006). *Methodology in formal and Non formal Technical /Vocational Education*. Enugu: IJejas printers and publishers Company.
- Okigbo, C. & Ndolo, I. (2011). Optimizing E-Learning opportunities for effective educational service in Nigeria. *Book of Readings*. Institute of education, University of Nigeria Nsukka. Enugu: Timex publishers.
- Okoye, A.C. & Ndinechi, G.I. (2012). Assessment of Anambra State secondary school business teachers' effectiveness in using field trip and demonstration method strategies. *Business Education Journal*. 8(2) 137-147
- Olatoke, M.O. (2005). *Key to effective teaching of business, Vocational and Technical education*. Lagos: Daban printers.
- Onojotah, S.O. (2011). Capacity building for effective entrepreneurship education and sustainable national development. *Association of Business Educators of Nigeria Book of Readings* 1(11) 89-96
- Onyeji, B. (2013). Teaching research and enhancing student's professional skill. *ESUT Courier (March edition)*.
- Osuala, E.C. (2004). *Principles and methods of business and computer education*. Enugu: cheston Agency limited.
- Onwuekwe, V. & Ezemoyin, C.M. (2012). Effects of demonstration method, electronic media and lecture method on students' interest in accounting education. *Business education journal* 8(2) 280-289.
- Pietro G. & Paolo, M. (2000). Job creation: Why some countries do better. *International monetary fund. Economic issue* 20.
- Rowel, U. (2009). Introduction of entrepreneurship curriculum and instruction in Nigerian Universities: prospects and challenges. Association of business educators of Nigeria. *Book of Readings* 1 (11) 77 – 81.
- Waziri, A.A. & Chibuike, V.C. (2011). Empowering business education graduates through entrepreneurship education in Nigeria. *International Technology research Journal*. 2(1) 293-303.