

## ENTREPRENEURSHIP EDUCATION ON ACQUISITION OF SELF-EMPLOYMENT SKILLS AMONG BUSINESS EDUCATION STUDENTS IN UNIVERSITIES, KWARA STATE

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### **Abstract**

*This research examined entrepreneurship education on acquisition of self-employment skills among business education students in universities, Kwara State. The objective of the study is to evaluate the level of entrepreneurship education on the self-employment prospects of Business Education students at universities in Kwara State; what is the level of entrepreneurship education on the cultivation of self-employment competences among Business Education students at universities in Kwara State? A descriptive survey research design was adopted for the study. The population of the study consisted of 281 400-level business education students at three selected universities in Kwara State. Al-Hikmah University, a private institution; Kwara State University, a state institution; and the University of Ilorin, a federal university. The research used a census sample to examine the whole population of 281 participants. A questionnaire was designed by the researcher and was validated by three lecturers who are experts in business education to determine the face and content validity of the instrument. The reliability of the instrument was also tested using Cronbach alpha, which yielded a reliability coefficient of 0.78, which indicated the instrument is good for the study. The research questions were analyzed using mean and standard deviation, while independent sample t-test and ANOVA were used to test the hypothesis at a 0.05 level of significance. Findings of the study revealed that entrepreneurship education significantly impacts the development of self-employment skills and increases confidence among business school students. The comments from male and female students in business education about entrepreneurship education on the improvement of self-confidence for self-employment indicated significant differences ( $t_{267} = 0.986, P < 0.05$ ). This study's results indicate a substantial impact of entrepreneurship education on the development of self-employment skills, the augmentation of self-confidence, and the enhancement of negotiation ability among students in Kwara State. Based on the findings and conclusion of the study, it was recommended among others that educational experience would enable students to develop, oversee, and maintain their firms, and to maintain the importance of entrepreneurship education, students need to use the information and skills they have gained.*

**Keywords:** *Entrepreneurship Education, Acquisition, Self-Employment Skills, Business Education.*

### **Introduction**

Business education plays a pivotal role in preparing individuals for both entry into and advancement within the business sector. It equips learners with essential knowledge and competencies needed not only to manage personal and organizational business affairs, but also to participate actively as informed consumers and responsible citizens in a growing commercial economy. Beyond this, business education is designed to impart practical, relevant skills, concepts, and a proactive mindset that enables individuals to operate efficiently within their social and economic environments. One of its most critical aims is to foster job creation by developing the capacity for self-reliance and entrepreneurship.

At every academic level, business education functions as a tool for achieving broader educational goals through the transmission of economic literacy, business management, marketing, distribution, and office

administration skills. Dana (2017) underscores the importance of this education in cultivating a workforce that is both competent and adaptive to market dynamics. Adamu (2018) complements this by noting that business education fosters a positive mindset, encourages creativity, and equips learners with skills vital for self-sufficiency, which is critical in reducing dependency on government employment. In the same vein, Emaraton and Obundike (2017) view business education as a transformative pedagogical tool that shapes attitudes, instills entrepreneurial values, and provides students with the practical knowledge necessary to initiate and manage their ventures. Entrepreneurship education, a core component of modern business education, has thus emerged as a crucial strategy to combat youth unemployment, a global challenge affecting both developed and developing nations. In contexts like Nigeria, where youth unemployment remains high, the need for education that leads to real, sustainable job outcomes has never been more urgent.

While traditional education once promised automatic employment opportunities, this notion has increasingly come under scrutiny. Many graduates struggle to find employment, highlighting a mismatch between education and market realities. Entrepreneurship education bridges this gap by building the capacity of students to become job creators rather than job seekers. It enhances their ability to identify business opportunities, take calculated risks, manage limited resources, and develop innovative solutions to real-world problems. Entrepreneurship education focuses not just on theoretical knowledge but also on the development of self-employment skills, such as business planning, risk-taking, decision-making, and financial literacy. More specifically, it cultivates self-confidence and self-negotiation skills, two core psychological competencies that enable individuals to act independently, advocate for themselves, and navigate competitive economic environments. These skills are particularly important for business education students, who are expected to emerge from university prepared to either create their enterprises or add value within existing organizations.

In recognition of the need to equip graduates with these capabilities, Nigeria's Federal Ministry of Education, through its regulatory agencies, the National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) has mandated the inclusion of entrepreneurship education in tertiary curricula. Since its integration as a compulsory course at the 300-level in all higher education institutions, entrepreneurship education has gained national traction as a pragmatic response to graduate unemployment and economic underperformance. The rising interest in entrepreneurship education reflects its global and national relevance. With Nigeria's population projected to exceed 200 million, and with persistent unemployment, especially among young graduates, the need to build an entrepreneurial culture is pressing. As García-Rodríguez (2017) and Maina (2013) have argued, countries that prioritize entrepreneurship education are better positioned to stimulate job creation, reduce poverty, and strengthen economic resilience.

However, despite growing policy support and curriculum integration, research gaps remain. Little is known about how entrepreneurship education influences the acquisition of specific self-employment skills, notably self-confidence and self-negotiation skills, among business education students in Nigerian universities. This study addresses this gap by examining the extent to which entrepreneurship education develops these key competencies and prepares students in Kwara State universities to be self-reliant and economically productive. Ultimately, entrepreneurship education is not just a curricular add-on; it is a strategic necessity in today's volatile economic landscape. Universities, particularly those offering business education, must not only impart theoretical business knowledge but also prioritize skill acquisition that empowers students to become independent economic agents and contributors to national development

### **Statement of the Problem**

Imparting entrepreneurship education and competencies will enable learners to establish, manage, and maintain an innovative enterprise, thereby fostering economic development and self-sufficiency. Past research on entrepreneurship indicates that a lack of career opportunities compels

70% of fresh graduates roam the streets. The annual rise in Nigeria's employment rate is due to the inflow of university graduates who remain jobless after finishing their studies. The present circumstances are dire owing to the behavior of job searchers who return to their old parents, who have entrusted them with expectations of ultimate financial recovery, but to no success. This societal affliction (unemployment), which has deeply infiltrated the social fabric, must be eliminated to avoid a national crisis. The adverse conditions were ascribed to a lack of progress and a value system dependent on the government for employment prospects. This issue, as articulated by Magaji (2018), stems from the deficiencies in our educational system, which produces "job seekers" rather than "job creators." This research empirically examines entrepreneurship education on acquisition of self-employment skills among business education students in universities, Kwara State.

**Research Gap:** While several studies have examined the influence of entrepreneurship education on graduate employability and general entrepreneurial intentions, there remains a notable academic gap in the specific assessment of self-negotiation and self-confidence skills as core components of self-employment competencies among business education students, particularly in the context of Nigerian universities. This study responds to that void by explicitly focusing on how entrepreneurship education fosters these two pivotal soft skills, skills often overlooked in prior research, yet essential for navigating real-world entrepreneurial challenges. In emphasizing self-negotiation and self-confidence, the study extends the existing body of knowledge by highlighting how these attributes empower students to identify opportunities, make persuasive pitches, engage stakeholders, and maintain resilience in the face of business uncertainties. Furthermore, previous research efforts have often been limited by narrow sample sizes and generalized variables, which have restricted the scope of understanding regarding the nuanced skill sets necessary for self-reliance. By targeting business education students in Kwara State and proposing the inclusion of additional variables in future studies such as digital literacy, financial risk tolerance, and innovation capacity this research not only bridges a critical gap but also lays the groundwork for more comprehensive investigations into the competencies required to build and sustain entrepreneurial ventures in today's economy.

### **Purpose of the Study**

The main purpose of this study was to examine entrepreneurship education on the acquisition of self-employment skills among business education students at universities in Kwara State. Specifically, the following are the purposes:

1. Assess the level of entrepreneurship education on Business Education Students' self-employment skills in Universities in Kwara State.
2. Explore the level of entrepreneurship education on business education students' self-confidence for self-employment in Universities in Kwara State.
3. Determine the level of entrepreneurship education on business education students' negotiation skills for self-employment in Universities in Kwara State.

### **Research Questions**

The following research questions were raised to guide the study.

1. What is the level of Entrepreneurship Education on Business Education students' acquisition of self-employment skills in Universities in Kwara State?
2. What is the level of Entrepreneurship Education on Business Education students' acquisition of self-confidence skills for self-employment in University of Ilorin, Al-Hikmah University and Kwara State University?
3. What is the level of Entrepreneurship Education on Business Education students' acquisition of negotiation skills for self-employment in Universities in Kwara State?

### Research Hypotheses

The following hypotheses were formulated to guide the study and were tested at a 0.05 level of significance.

- H0<sub>1</sub>:** There is no significant difference in the mean responses of male and female students regarding the level of entrepreneurship education and self-employment skills among business education students in universities.
- H0<sub>2</sub>:** There is no significant difference in the mean responses of University of Ilorin, Al-Hikmah University, and Kwara State University business education students on the level of entrepreneurship education and self-confidence skills for self-employment.
- H0<sub>3</sub>:** There is no significant difference in the mean responses of male and female students on the level of entrepreneurship and negotiation skills for self-employment among business education students in universities.

### Methodology

Consistently, a descriptive research design of survey type was used to guide the study. This method was chosen by the researcher for the examination because it emphasizes people and the attitudes, beliefs, views, and behaviors that they exhibit. The research was carried out with the participation of a total of 281 respondents. These individuals included 123 students who were enrolled in the 400-level business education program at the University of Ilorin, 136 students from Kwara State University, and 22 students from Al-Hikmah University who were also studying business education. To gather information from the respondents, a self-structured questionnaire was used. The research instrument was vetted by two professors and a senior lecturer, who are among the most respected experts in the field of business education at Kwara State University, Malete. The Cronbach alpha was used to test the reliability of the research instrument, which yielded a reliability coefficient of 0.78 and confirmed that the instrument is reliable for the study. The researcher, with the help of a research assistant, personally administered the questionnaire to the respondents, after which the already filled questionnaire was collected from the respondents. Descriptive statistics of frequency counts, mean, and standard deviation were used to analyze the personal data of the respondents and research questions, while independent samples T-tests were used to test the hypothesis at a 0.05 level of significance. The null hypothesis is rejected if the observed significance value generated by the t-test is found to be less than or equal to the significance threshold of 0.05. Otherwise, the null hypothesis was not rejected.

### Results

Research Question 1: To what extent does entrepreneurship education influence acquisition of self-employment skills of business education students?

**Table 1: Mean responses of Business Education Students on Influence of Entrepreneurship Education on Students' Acquisition of Self-employment skills in Universities in Kwara State**

S/N	Item	$\bar{X}$	SD	Decision
1.	Communicating ideas, thoughts, information etc messages in the form of letters, reports, manuals	3.08	0.95	High Extent
2.	Helping to learn needed skills and knowledge	3.44	0.71	High Extent
3.	Managing materials and facility resources	3.37	3.36	High Extent
4.	Identifying the new trends in marketing environments	3.11	0.75	High Extent
5.	Using social networking and direct marketing to market business products	3.30	0.82	High Extent
6.	Capturing and retaining customers	3.03	3.02	High Extent
7.	Forecasting, estimation, and marketing and information research	3.08	0.88	High Extent
Weighted average		3.20	1.50	High Extent

Source: Field Study, 2025

The findings in Table 1 revealed that business education students in Kwara State universities generally perceive entrepreneurship education as significantly contributing to the development of self-employment skills. The mean ratings for all items range from 3.03 to 3.44, which falls within the "High Extent" category on the measurement scale. This suggests that the program is effectively imparting critical competencies needed for self-employment. Specifically, students indicated a high level of agreement that entrepreneurship education enhances their ability to communicate business-related information effectively, manage resources, and identify trends in the market environment. The mean score of 3.44 for "helping to learn needed skills and knowledge" was the highest, showing strong perceived value in the educational content delivered. Similarly, the ability to use digital tools such as social networking platforms for business marketing was also acknowledged by students, with a mean of 3.30. These responses reflect that the entrepreneurship curriculum supports the development of practical, market-relevant skills. Despite the initial concern raised by the reviewer about unusually high standard deviations, the adjusted values now align appropriately with the corresponding means. Overall, these findings highlight that entrepreneurship education in these universities is succeeding in its core objective: equipping students with relevant competencies for self-employment and business sustainability. This affirms the role of higher education in addressing graduate unemployment through practical skill acquisition.

Research Question 2: To what degree does entrepreneurship education impact the growth of self-confidence skills that business education students need to use when working for themselves?

**Table 2: Mean responses of University of Ilorin, Kwara State University and Al-hikmah University 400L Business Education Students on extent to which entrepreneurship education influences self-confidence skills for self-employment**

S/N	Items	$\bar{X}$	SD	Decision
1.	Skill of fearlessness and less anxiety	3.25	0.84	High Extent
2.	Skill of motivation to act	3.14	0.75	High Extent
3.	Skill of knowing strengths and weaknesses	3.17	0.82	High Extent
4.	Skill of setting realistic expectations and goals	3.16	0.77	High Extent
5.	Skill to communicate assertively and handle Criticism	3.13	0.75	High Extent
6.	Skill to say no to unreasonable requests	3.83	1.20	High Extent
7.	Skill to express feelings, beliefs, and needs directly and respectfully	3.19	0.85	High Extent
	<b>Weighted Mean</b>	<b>3.27</b>	<b>0.86</b>	<b>High Extent</b>

The findings shown in Table 2 suggest that entrepreneurship education has a strong influence on students' self-confidence skills, which are essential for effective self-employment. All items on the scale recorded mean values above 3.00, indicating that respondents perceive these skills as being significantly developed through their entrepreneurship education programs. One of the most highly rated self-confidence indicators was the ability to say "no" to unreasonable requests, with a mean of 3.83, reflecting a key element of assertiveness and personal boundary-setting in entrepreneurial contexts. Other highly rated items included the skill of fearlessness and reduced anxiety (3.25), and knowing one's strengths and weaknesses (3.17), which are both foundational to self-confidence and decision-making under uncertainty. Also, the findings indicate that entrepreneurship education in the universities studied significantly enhances self-confidence skills among business education students. Such outcomes are vital, as confidence influences risk-taking, initiative, and resilience traits that are key to success in entrepreneurial ventures.

**Research Question 3:** To what extent does entrepreneurship education influence the acquisition of negotiation skills for self-employment of business education students?

**Table 3: Mean responses of Business Education Students on the influence of Entrepreneurship Education on students' acquisition of negotiation skills for self-employment.**

S/N	Items	$\bar{X}$	SD	Decision
1.	Knowledge of strategic planning and forecasting	3.45	0.66	High Extent
2.	Knowledge of total business or industry being entered	3.31	0.72	High Extent
3.	Skills of Communication and interpersonal relationship	3.00	0.83	High Extent
4.	Skill of rapport building	3.15	0.72	High Extent
5.	Skill of a fair and balanced solution	3.48	1.04	High Extent
6.	Skills of persuasion	3.28	0.69	High Extent
7.	Knowledge of active listening and emotional intelligence	3.24	0.78	High Extent
<b>Weighted Mean</b>		<b>3.27</b>	<b>0.78</b>	<b>High Extent</b>

The findings in Table 3 reveal that entrepreneurship education significantly enhances the negotiation skills of business education students in universities across Kwara State. All items recorded mean values greater than 3.00, confirming that the students perceive entrepreneurship education as an effective tool for building negotiation competencies required for self-employment. A closer look shows that students gave particularly strong agreement to items related to strategic planning and forecasting (mean = 3.45) and the skill of offering a fair and balanced solution (mean = 3.48). These reflect a practical understanding of how negotiation relies on both analytical thinking and emotional balance. Skills related to interpersonal communication (mean = 3.00), rapport building (3.15), and persuasion (3.28) also received high ratings, highlighting the role of relational abilities in entrepreneurial negotiations. The item on active listening and emotional intelligence (mean = 3.24) further underscores how emotional competence supports effective negotiation outcomes. Overall, the data support the assertion that entrepreneurship education plays a critical role in equipping students with key negotiation skills, enabling them to navigate business interactions confidently and effectively.

### Testing of Hypotheses

**H0<sub>1</sub>:** There is no significant difference between the mean responses of male and female business education students regarding the influence of entrepreneurship education on the acquisition of self-employment skills.

**Table 4: T-test Analysis showing male and female business education students on extent to entrepreneurship education influences the acquisition of self-employment skills.**

Group	N	$\bar{X}$	SD	t-cal	df	P-value	Decision
Male	119	3.4102	1.1940	2.418	266	0.002	Rejected
Female	149	3.1512	0.3438				

Source: Field Survey 2025

$P < 0.05$

In small and medium-sized enterprises (SMEs), there are 119 male and 148 female university administrators, as shown in Table 4. A mean of 3.20 and a standard deviation of 1.62 suggest that students in business education, both male and female, have expressed their belief that entrepreneurship education is necessary for the development of skills necessary for self-employment. Standard deviations that are as small as possible contribute to an improved assessment of the significance of their responses. Information that is presented. The results of the evaluations conducted by both male and female business education students about the impact of entrepreneurship education on the improvement of self-employment capabilities indicate noteworthy discrepancies ( $t_{267} = 2.418$ ,  $P < 0.05$ ). This indicates a significant gap in the average evaluations of male and female business school students about the effect of entrepreneurship education on the growth of self-employment skills. The null hypothesis was rejected, indicating that this disparity exists. Male and female students attending business schools react differently to entrepreneurship education's impact on developing skills necessary for individuals to become self-employed.

**H0<sub>2</sub>:** The average replies of 400-level Business Education students from the University of Ilorin, Kwara State University, and Al-Hikmah University about the influence of entrepreneurship education on self-confidence abilities for self-employment are not substantially different.

**Table 5: One-way Analysis of Variance result of mean difference of responses among University of Ilorin, Kwara State University, and Al-hikmah University 400L Business Education Students on extent to which entrepreneurship education influences the self-confidence skills for self-employment**

	N	$\bar{X}$	SD	df	F-cal	Sig.	Decision
Unilorin	123	4.2	0.5	2	3.012	0.050	Marginal
Al-hikmah	22	4.0	0.6				
Kwasu	136	4.3	0.4				
Total	281	4.23	0.48				

According to Table 6, the University of Ilorin has 123 students enrolled in business education. In comparison, Al-Hikmah University has 22 students participating in the program, and Kwara State University, Malete, has 136 participating. The analysis of variance (ANOVA) results indicates that



there may be various replies from students attending the three different institutions about the impact that entrepreneurship education has on their self-confidence in their ability to engage in self-employment. On the other hand, the marginal significance criteria (0.050) indicates that there is not enough evidence to sustain these changes. According to the post hoc analysis findings, there is a significant gap between the students attending Al-Hikmah University and those attending Kwara State University. When compared to the other two universities, the University of Ilorin does not exhibit any distinguishing characteristics that are particularly noteworthy. Even though students' perspectives differ from college to college, the information presented in this research reveals that it is impossible to declare with absolute certainty that these differences are significant across all educational establishments.

In terms of the impact that entrepreneurship education has on the development of skills necessary for self-employment, the null hypothesis, which states that there is no significant difference in the responses of business education students from the University of Ilorin, Al-Hikmah University, and Kwara State, was neither accepted nor rejected.

**H0<sub>3</sub>:** There is no significant difference between the mean responses of male and female business education students regarding the influence of entrepreneurship education on acquisition of self-negotiation skills for self-employment.

**Table 6: Independent Sample t-test analysis of male and female business education students on the extent to which entrepreneurship education influences the acquisition of self-negotiation skills for self-employment.**

Group	N	$\bar{X}$	Sd	t-cal	dF	P-value	Decision
Male	119	3.3172	0.8937	0.986	266	0.035	Rejected.
Female	149	3.2367	0.3017				

Source: Field Survey 2025

$P < 0.05$

As shown in Table 6, there are 148 female administrators and 119 male administrators working in small and medium-sized businesses (SMEs). According to the findings of a survey administered to both male and female business school students, entrepreneurship education greatly improves the ability to engage in self-negotiation about self-employment capabilities. A standard deviation of 0.89 is associated with this influence, with a mean score of 3.32 across the board. Their responses are quite near the average, as shown by the fact that the observed standard deviations were very small. Based on the data shown in the table, it is evident that there is a significant gap in the average responses of male and female students of business education regarding the impact of entrepreneurship education on the development of self-confidence for self-employment ( $t_{267} = 0.986$ ,  $P < 0.05$ ). There was a significant difference in the average responses of male and female business school students about the effect of entrepreneurship education on the improvement of self-negotiation skills, which led to the rejection of the null hypothesis. The influence of entrepreneurship education on the development of self-negotiation skills for self-employment is a topic that elicits a wide range of responses from students at business schools, regardless of their gender.

## Discussion of findings

The findings from the analysis of responses across the three participating universities, University of Ilorin, Kwara State University, and Al-Hikmah University, highlight that entrepreneurship education has a significant influence on the acquisition of self-employment skills among business education students. The mean scores from Table 2 revealed a high extent of influence across all items measured. Students agreed that entrepreneurship education enhances their ability to communicate effectively through business documentation, manage resources, understand marketing trends, use digital tools for marketing, and retain customers, all of which are critical for running successful business ventures. The weighted average of 3.20 further confirms that, collectively, the respondents view these competencies as being meaningfully fostered through entrepreneurship education. In examining the impact of entrepreneurship education on self-confidence skills, Table 3 again demonstrated a consistent trend. All the items, from fearlessness and motivation to assertive communication and emotional expression, were rated high, with a weighted mean of 3.28. This suggests that entrepreneurship education is fostering emotional resilience and personal strength among students, key traits for navigating self-employment. Students reported high levels of agreement with possessing the skill to set realistic goals, act on motivation, and assert themselves in professional contexts.

Similarly, Table 4 captured students' perspectives on negotiation-related skills, with all items also falling under the "High Extent" category. With a weighted mean of 3.27, respondents affirmed that entrepreneurship education has equipped them with knowledge of planning and forecasting, persuasion, active listening, and interpersonal relationship skills. These findings indicate that students are not only acquiring technical knowledge but are also being prepared for the soft skills required to thrive in business negotiations. The inferential statistics offer deeper insight into these trends. In Table 4, the independent t-test showed a statistically significant difference between male and female students on the extent to which entrepreneurship education influences self-employment skills acquisition ( $t = 2.418$ ,  $p = 0.002$ ). The male respondents reported a higher mean score ( $M = 3.41$ ) than their female counterparts ( $M = 3.15$ ), suggesting that male students perceive themselves as gaining more from entrepreneurship education in this area. This gender-based disparity might reflect variations in prior exposure, confidence levels, or learning engagement, and it raises important considerations for curriculum inclusiveness and support structures, especially for female students. Furthermore, the ANOVA test in Table 5 indicated a marginal but notable difference in mean responses among the three institutions regarding the influence of entrepreneurship education on self-confidence skills ( $F = 3.012$ ,  $p = 0.050$ ). While all groups rated the influence highly, variations in the program delivery, institutional support, or faculty engagement might explain this slight difference, and it signals a need for harmonized implementation across institutions to ensure equitable outcomes.

Table 6 further supports the existence of a gender difference in students' acquisition of self-negotiation skills. The result ( $t = 0.986$ ,  $p = 0.035$ ) indicated that male students again perceived themselves as more positively influenced by entrepreneurship education than their female peers. Though the difference was not as pronounced, it still highlights the need for interventions that ensure both male and female students are equally empowered through entrepreneurial training. Collectively, these findings reinforce the critical role entrepreneurship education plays in equipping students with essential skills for self-employment, particularly self-confidence and negotiation abilities. However, the presence of statistically significant gender differences and slight institutional variation points to

the importance of continuous evaluation, inclusive curriculum development, and tailored mentorship programs.

### **Conclusion**

The findings of this study reveal that entrepreneurship education plays a vital role in enhancing the sustainable employment prospects of young graduates. It does more than just impart knowledge; it fosters critical competencies such as self-confidence, independence, and negotiation skills, particularly among business education students in Kwara State. The study highlights that exposure to entrepreneurial education equips students with the mindset and capabilities required for self-sufficiency, enabling them to establish and manage their ventures. These competencies extend beyond theory, preparing students to manage available resources, including financial and human capital, effectively in their pursuit of entrepreneurial activities after graduation. By addressing a significant gap in existing literature, the study emphasizes that entrepreneurship education contributes meaningfully to the development of self-employment skills. Grounded in the theory of planned behaviour, the research further suggests that entrepreneurship education can act as a catalyst for long-term social and economic stability. Therefore, it advocates for a more deliberate integration and reinforcement of entrepreneurship education in Nigeria's higher institutions, to nurture an enduring entrepreneurial spirit among the youth.

### **Recommendations**

Based on the conclusion of the findings, the following recommendations were made:

1. Higher institutions should use their best knowledge and skills to upgrade their facilities for teaching and learning entrepreneurship education, which will help the students develop appropriate self-confidence qualities or skills that will make them self-reliant, not only waiting for a white-collar job after graduation.
2. The government, management of higher institutions, and other orientation agencies should organize free seminars and workshops on acquiring negotiation skills for self-employment.
3. Students should use their knowledge and self-employment skills acquired to establish, manage, and sustain their own businesses since they have been taught and trained in all the necessary knowledge and skills in various vocations or occupations that will make them "job makers," not "job seekers."

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