

Business and Entrepreneurship Education: An Indispensable Tool for Graduate Unemployment Problem in Nigeria

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Abstract

The paper focused on Business and Entrepreneurship education as a panacea for graduate unemployment in Nigeria. It explained graduate unemployment, Business Education and entrepreneurship development, Entrepreneurship Education and the roles these play in self-reliance and unemployment reduction among Nigeria graduates and the nation. The paper argued that Business Education has the potentials to develop, teach and inculcate entrepreneurial principles and skills in the graduates who would then be equipped, and become employable and self-employed, if given due attention. Self-employment/entrepreneurial opportunities available for Business Education graduates were outlined. Establishment of a model entrepreneurship incubation center for students' practice, inclusion of entrepreneurship in Business Education curriculum, more time for practical subjects are among the suggested ways the challenges could be overcome.

Introduction

Many Nigerian graduates and those who are unable to gain admission into tertiary institutions today are unemployed, and graduates unemployment is increasing daily in Nigeria. The situation is particularly pathetic as the number of youths graduating from our tertiary institutions looking for employment opportunities increases day by day. These unemployed graduates parade the big cities in search of white-collar jobs which are very difficult to come by, a visit to our cities will confirm this.

Unemployment implies non-utilization of labour (those who are strong and ready to work) in any productive activity for a reward in terms of wages, salaries or profit. It breeds poverty, social vices like hooliganism, armed robbery, house breaking, political thurgery, prostitution, kidnapping among other youth restive acts which pervade Nigeria today, particularly the Niger Delta area, leaving the government and well meaning Nigerians in great dilemma.

Education has been widely accepted as a crucial factor for economic and industrial development of any nation (Federal Republic of Nigeria (FRN, 1998) and FRN (2004a). Education refers to the process of learning that brings about desirable changes in the behaviour of individuals, and hence, learning to live as a useful and acceptable member of the society. The definition includes informal education (which results from the constant effect of the environment) as well as formal education which is strictly a conscious effort the society to impact the necessary skills and the modes of thoughts considered essential in an established institution.

The growing need for self-reliance, matching reality and a better prepared human resources, relevant to the national needs and interests informed the adoption of National policy on Education (NPE) by the Federal Government of Nigeria in 1981. The NPE stipulated the acquisition of appropriate knowledge and skills necessary for one to secure paid employment in offices or be self-employed and useful member of the society. This incidentally coincides with one of the goals of vocational and technical education in the 1998 and 2004 National Policy on Education, which is to give training and impart the necessary skills to individuals who shall be self reliant economically (FRN, 2004a). Business Education, being a sub-set of Vocational and Technical Education and Entrepreneurship Education have major role to play in this regard in order to ameliorate ever pinching unemployment problem among the youths. Sadly however, the emphasis in Nigeria is more on paper qualification rather than on vocational and Technical Education which emphasizes on acquisition of practical skills and competencies, leading to self-reliance and economic development of the nation.

Nigeria's current pre-occupation with paper or university education reduces economic opportunities of those who are more oriented towards work than academics, thus, leading to rising youth unemployment. More often than not, the public perceives students (youths) who take to Vocational and Technical Education as those who lack the ability to continue with formal academic studies in higher institutions.

Furthermore, in Nigeria, social recognition and advancement in work place depend to a large extent on the stock of academic degree one has acquired. Due to poor public image about blue-collar jobs, the youths are not enthusiastic about Vocational and Technical Education (Business Education inclusive) which will make them employable and self-reliant. Moreso, the few Vocational and Technical institutions in the country lack qualified teachers and required professionals, functional workshops, inadequate funding and scarcity of equipment to mention but few, for practical purposes. Hence, these institutions turn out half-baked graduates who cannot fit into the labour market or be self-employed.

This situation is blamed on the neglect of Vocational and Technical education (Business Education being an aspect) by the Nigerian government, despite its enormous contributions to national development. It is no wonder then that most of our graduates shy away from the course. As a result, most of the graduates lack skills and knowledge to compete effectively in the rather tight labour market and thus become jobless.

Vocational and Technical Education (Wirth, 1972; MCNabb, 1979 cited by Dike (2009) has been an integral part of national development strategies in industrialized nations because it impacts on productivity and economic development. It is according to Unesco (1978), concerned with the educational process which involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. As a result, secondary schools in industrialized nations have Vocational and Technical Education departments that prepare students for the world of work and because of the huge contribution skilled workers make toward organizational growth and development, organizations in development conscious nations spend billions of dollars annually on employees' skill upgrading and retraining programmes. These aspects are totally lacking in Nigeria, thus, breaking the linkage between classroom theory and practical experience which is skill acquisition oriented. It should be noted that the "knowledge-driven" global economy does not require academic knowledge only. Job skills, problem solving skills as well as critical minds are also required to be socially and economically responsible citizens.

The foregoing necessitated addressing the problem of graduate's unemployment in Nigeria through Business and Entrepreneurship Education.

Graduates Unemployment in Nigeria

Graduates unemployment is referred to in this work as a situation where able, strong, qualified and willing to work graduates of tertiary institutions have no work to do. Reporting on the deployable and increasing state of graduates joblessness, Dabalén, Oni and Adekola (2000) asserted that:

The problem of unemployment is particularly pathetic as the number of those coming out from various institutions looking for employment opportunity is increasing day by day. The situation in Nigeria is of such concern that hundreds of unemployed university graduates mounted a demonstration in front of the presidential offices to express their concern. They demanded that government provide jobs for them to cater for their essential needs of life.

This situation is worst now than before as Adejmolá and Olufunmilayo (2009) reported that about 80% of the graduates find it difficult to get employment every year. Dike (2009) added that, "the federal government recently acknowledged that about 80% of Nigeria's youths are unemployed and 10% underemployed".

Business Education and Entrepreneurship is one of the major ways to adopt in combating the turbulent graduate unemployment in order to inculcate employability and self-reliant skills in the youths. To this, Dike (2009) said that graduate unemployment has been very high in Nigeria because they lack the relevant skills employers' need as well as for self-employment. These skills can be provided through Business and Entrepreneurship Education, to make the graduate become entrepreneurs. In affirmation, Ojeaga and Owolabi (2011) in their study identified entrepreneurship education as a panacea to the problem of graduate unemployment and poverty in Nigeria.

Concept of Business Education and Entrepreneurial Development

Although, Business Education is often described as education for, and about business (Nwosu, 2003). Its primary purpose is to prepare individuals for gainful employment in business occupations.

Business Education is an aspect of total education programme that provides functional and saleable skills, knowledge, understanding, attitudes or values needed to perform in the business world as producer and/or consumer of goods and services that all business offers. This suggests that all citizens need Business Education as an entry level of employment or as an entrepreneur, particularly, in this period when unemployment has become a big problem in Nigeria and other developing nations.

Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems-elementary, secondary and tertiary institutions. Business education includes education for office occupations, distribution and marketing occupations, accounting, business teaching, business administration and economic understanding. The foregoing points out that Business Education cover wide spectrum of economic activities in any society and also refer to pedagogical and desirable business competence necessary for a sustainable development (Ezeyi, 2011).

Ajoma (2010) also viewed Business Education as that education which provides its graduates with training in business skills and economic competencies necessary for them to advance a business career or establish a business enterprise. To Osuala (2004), Business Education cover all spheres of life activities in any nation, and so, it is important to everybody and every nation. It also prepares students with necessary skills and knowledge to take active parts in entrepreneurial ventures. These among others make Business Education an

effective tool for entrepreneurship education, unemployment and poverty reduction as well as national development.

For any country to foster genuine economic growth and development therefore, it must embrace Business Education, and its educational system must be functional. It then means that the government must be up and doing in the area of financing among other responsibilities, to keep the programme on. This however has been a very serious and difficult problem in Nigeria.

Business Education has a significant role to play in entrepreneurial development. Ojukwu (2000) and Osuala (2009) concurred that Business Education should create and emphasize entrepreneurship awareness, because it is through the programmed that youths can develop and acquire entrepreneurial skills, which will enable them to establish small business ventures. Osuala (2009) noted that Business Education from whatever angle one looks at it, has a formidable force in equipping youths with the appropriate entrepreneurial skills, knowledge, abilities and competencies to enable the individual to be self-reliant (self-employed), which also will lead to sustainable economic growth.

In Nigeria today, the writer believes that individual and national survival can be achieved if graduates (youths) are equipped with business and entrepreneurial skills through functional Business Education programme of tertiary institutions in the country. Business Education curriculum should therefore be expanded (restructured) to include entrepreneurship education, so that the graduates can gain employment or establish their business or combine both, on graduation. Business education remains the appropriate means of equipping beneficiaries with entrepreneurial skills, because through its instructions, graduates are taught self-reliant skills (that is, skills for self-employment), so that if jobs are not readily available, they will be able to set up their own businesses, thereby reducing unemployment and improving the economy of the nation.

For Business Education to meet the needs of our present day society, it should be able to equip the students with entrepreneurial skills, which according to Akinola (2001) are the understanding of the nature of small business, determining one's potentials as an entrepreneur and acquisition of the competencies in marketing, sales, finance, record keeping, management, security and protection of the small business. She also maintained that Business Education must teach entrepreneurial skills in problem solving, decision-making and long term planning. In the words of Ubulom (2003), entrepreneurial skills are business skills which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur. These skills include, ability to:

- Plan, organize and manage small-scale or medium-scale business
- Source for funds for small-scale business
- Develop skills of keeping the accounting records
- Develop human and public relations skills
- Maintain the laws relating to the registration of business
- Coordinate and supervise both human and material resources utilize the profit for the growth and development of the business
- Apply integrating business skills
- Acquire proprietorship and high productivity skills
- Developing broad base investment, planning and implementation skills.

Concept of Entrepreneurship

Entrepreneurship is the act of being an entrepreneur which is French word meaning "one who undertakes innovation, finance and business acumen in an effort to transform innovations into economic goods". Entrepreneurship is therefore defined as a practical creativeness, which combines resources and opportunities in new ways. It involves the application of personal qualities, finance and other resources within the environment for the attainment of business success (Mavis,1972). Ubulom (2003) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. In other words, entrepreneurship could be referred to as the ability to create new ideas, products or services for personal self-reliance and to meet the needs of the society. Entrepreneurship involves the ability to set up a business enterprise as different from being employed.

This ability should be 'acquired' and not be taken for granted. It involves the acquisition of skills, ideas and managerial competencies necessary for self-employment. Entrepreneurship is also the process of using available capital in any form for business endeavours in an open and free market economy for sole purpose of making profit (Odusina, 1975). Entrepreneurship is not a new development in business and industrial system in Nigeria. It can be seen as willingness and ability to seek out an investment opportunity, establish an enterprise based on this and run it successfully. It is concerned with creating opportunities, meeting the environment, community and profitable way to fill these gaps (Oni and Olaleye, 2004).

Who Is An Entrepreneur?

Drucker (1983) sees an entrepreneur as anybody who co-ordinates other factors of production and bears the risk of uncertainty by investing his scarce resources in business ventures accordingly. In doing this, person combines the managerial functions of planning, organizing, starting and directing the business enterprise. Others also agree that an entrepreneur is a person with ideas, originality, ingenuity, vision and foresight about what to produce and how best to produce, or any one who runs a business enterprise.

The entrepreneurs have made significant contributions to both the individuals and the society. Adeyeye (2008) and Osuala (2009) outlined the following among others as their roles:

- ❖ Production of goods and services that is important to the well-being, comfort and happiness of individuals and the society as a whole.
- ❖ Creation of employment for self and others. This helps to reduce the problem of unemployment and other social vices.
- ❖ Improvement in the standard of living of the entrepreneurs and others through entrepreneurship.
- ❖ Determination and identification of specific wants of the people and what type of goods and services will fulfill those wants most comfortably.
- ❖ Entrepreneurship makes uncertainty bearing possible
- ❖ Entrepreneurs contribute to the development of rural and less developed areas by stimulating the rural economic and industrial development
- ❖ Discovery of new sources of materials. This improves the enterprises (businesses) and makes them to enjoy comparative advantage in terms of supply, cost and quality. For instance, in the past, groundnut oil was the only locally refined oil, but now soyabeans oil is made available.
- ❖ Through entrepreneurship, the entrepreneurs and infact, the entire society's standard of living is improved upon.
- ❖ Introduction of new technologies, new industries and new products. Entrepreneurs take advantage of business opportunities, and transform these into profits by introducing something new or something different, hence modernizing the economy. For example, the use of whiteboard and coloured marker is gradually replacing the use of blackboard and white chalk in most schools (Adeyeye, 2008).

Entrepreneurship Education

Entrepreneurship Education, according to Osuala (2009) is a specialized training given to students of Vocational and Technical Education to acquire skills ideas and managerial abilities and capabilities, for self-employment rather than being employed for pay. It is further explained by Akintola (2001) in Osuala (2009) as a programme that prepares individuals to undertake the formation and or operation of small business enterprises which also include franchise operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit involved in the conduct of a private enterprise.

For entrepreneurship education to be meaningful, it must have objectives. Dana (2002) in Osuala (2009) presented the following as objectives of entrepreneurship education:

1. To provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit, and be self independent.
2. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business center.
3. To provide graduates with the enough training in skills that will make them meet the manpower needs of the society.
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed areas.
6. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

Apart from the objectives of entrepreneurship education, its course content must be relevant for self-reliant achievement. Entrepreneurship education curriculum is relevant once it teaches the fundamental of employment skills and how to start and run a business (Paco, Ferreira, Raposo, Rodrigues & Dinis, 2010). Osuala (2009) stressed that for entrepreneurship education of our youths and graduates to be useful and relevant, the general course content should include the following items among others:

1. **Starting a New Business:** Meaning of entrepreneur, characteristics of an entrepreneur, the benefits and opportunities of small scale business ownership
2. **Basic Knowledge about Small Scale Business Ownership:** History and development of small scale business in Nigeria. Small scale business opportunities; contribution of small scale business to the development of Nigeria economy; causes of small scale business failure.
3. **Starting Your Own Business:** Formalities for registering a business; advantages and disadvantages of starting a small business; buying an existing business, factors to consider in buying an existing business; determining the value of the business.
4. **Sources of Finance to Start a Small Scale Business**
5. **Some Basic Managerial Skills:** Skills that are essential for the day to day running of small scale business.
6. **Knowledge of the Business Environment:** Social, political, legal, technological, moral, ethical, physical etc.
7. **Location of Small Scale Business:** Factors to consider
8. **Organization of Small Scale Business:** Principles of organization; action guides for small-scale business managers.
9. **Innovations in Information Processing and Small Scale Business:** Relevance of the internet; networking/teleconferencing, close circuits, TV sets; electronic organizers; voice messaging system/voice mail; the electronic mail (E-mail); the computer; communication satellites, etc in the operations of small scale business.
10. **Risk Management:** Meaning of risk management; institutions involved in risk management and how to choose an insurance broker.
11. **Principles of Marketing:** promotion mix, price mix, product mix, distribution strategies and consumer behaviour.
12. **Human and public relations:** Principles and essentials for human relations. Human resources management and functions of the human relation/human resources department.
13. **Principles of Management:** management styles; organization of small scale business; directing and motivating employee and evaluation of organization success and failure.
14. **Record keeping, Book keeping/Accounting:** Record keeping principles and management; keeping of simple accounting records and issues relating to taxation and auditing.
15. **Legal Aspects of Running a Business in Nigeria:** Registration of business; legal control of business in Nigeria; law and its administration and enforcement in small scale business.
16. **Business Pilot and Feasibility Study:** Preparation of reports.

To achieve the objectives of entrepreneurship and make its curriculum a reality, Business Education has a crucial role to play. This can be done through its programmes, such as accounting, business studies, marketing, secretarial studies/office technology and management, computer education and business teacher programmes among others.

The role of entrepreneurship education in alleviating graduate unemployment

Today in many nations of the world, entrepreneurship is enjoying a great deal of attention, and has been recognized as an important aspect and functioning of organizations and economies (Dickson, Solomon & Weaver 2008). This is borne out of the desire to make everyone self-reliant rather than looking for the elusive white-collar jobs. The very high rate at which youths are turned out of colleges and tertiary institutions adds in no small measure to the pool of unemployment in Nigeria.

The need to curb unemployment especially among the graduates necessitated the introduction of entrepreneurship education in tertiary institutions' curriculum in Nigeria. According to Bankole and Olayiwola (2001) cited by Adeola, Oniawe and Owodunni (2009), reports from Asia, Europe and India have indicated how small and medium scale enterprises (SME) speedily fostered employment generation and poverty reduction among university graduates and the populace. Garba (2010) confirmed that entrepreneurship contributes immeasurably toward creating new jobs, wealth creation, poverty reduction, and income generation for both government and individuals. Keister (2005) also argued that entrepreneurship is very significant to the growth and development of economies. Bassey (2005) in his assertion wrote that in the last four decades, the developed world has witnessed the emergence of entrepreneurship education. He stated further that the inevitability of its

global acceptance is occasioned by its capability for new venture creation and promotion of entrepreneurial aspiration and economic development.

Such reports have become a propelling force for Nigerian government to pursue initiatives and policies aimed at promoting self-employment among the youths. For example, the government initiated some economic employment and development plan, which was established among others, for creating opportunities for employment, wealth creation and promotion of private businesses (FRN, 2004b). These new economic initiatives promise to make self-employment and private enterprise engine for Nigerian growth. Hence, the government hopes to create a conducive environment for business to thrive by putting in place appropriate macro economic framework.

Entrepreneurship education encourages the growth of new businesses, exploits the creative potential and depth of knowledge within higher education sector. De Faoite et al (2003) in Paco, Ferreira, Raposo, Rodrigues and Dinis (2010) found that entrepreneurship education contributes to the:

- Integration of a variety of business subjects
- Promotion of improved decision-making skills and
- Increase in technology transfer between educational establishments and the market place creating improved synergy (the additional effectiveness when two or more companies or people combine and work together) and added value between both entities.

Entrepreneurship education is an avenue for discovering knowledge, acquiring human and social skills that are relevant for participatory development and change. It is designed to inspire and guide potential entrepreneurs into the field and knowledge of current and prospective entrepreneurs.

With regards to unemployment alleviation, entrepreneurship education plays some essential roles, it:

- Enables the recipients stand on their own because of the knowledge, skills and creative abilities they have gained which are also needed for self-employment without relying on government salaried jobs. This will discourage mass movement of people (graduates) from the rural to urban areas. Such graduates will be able to work for themselves and also employ others.
- Enables the recipients to develop employable and entrepreneurial skills which will enable them to fit into many sectors of the economy, having been exposed to the development of the right and needed employable business and entrepreneurial skills, to function effectively in the work environment (Ojo&Gbinigie, 2005).

Entrepreneurship education contributes to nation building through its ability to provide individuals with relevant self-reliance skills. Self-employment of individuals in the nation will lead to national development and reduction of unemployment and infant poverty alleviation.

Self-Employment/Entrepreneurial Opportunities Available for Business Education Graduates

It is now a common knowledge that wage employment is hard to come by in recent times in Nigeria. Hence, the current crave for alternative in self-employment option, armed with the necessary skills, Business Education graduates can venture into the following areas of business for their self development and the society at large.

- **Operation of Business Centres:** Business Education graduates could establish business centers where data processing, word processing, laminating and binding services are performed as well as the use of fax machines to send and receive documents in an electronic form along telephone wires, and print them.
- **Establishment of Schools:** Where entrepreneurship principles and skills are imparted to the youths, these youths later move to the labour market and or establish their own schools, coaching centres etc, where they become proprietors/proprietress.
- **Telecommunication Business (Services):** Graduates of Business Education could engage in telecommunication services such as GSM unlocking; Handsets productions; Handset repairs; Handset sales; Prepaid calling operator; recharge cards sales; ringing tone production; SIM pack sales; telephone booth operation; vast sale and installation.
- **Reprographic Service:** Reprographic services such as duplicating, photocopying, computer typesetting, printing and laminating. Sales, installation and repair of office equipments
- **Consultancy services,** where useful advice and information in relation to establishing and management of new business is given to the public. Such information would include registration, capital requirement, site of the business, procurement of equipment and many others.

- **Distribution/Marketing Representatives:** Business Education graduates can represent local, national or foreign firms in marketing and distribution of their products. By so doing they now act as sales representatives to these firms.
- Import and export business.
- Establishing daily, weekly, monthly and yearly thrifts and loan services
- Other business activities include internet center, popularly known as cyber café, employment agency, business curriculum development, rental services, administering and collation of research questionnaires for undergraduates of tertiary institutions, organizing seminars/short courses, auditing, marketing research, buying and selling of goods and services, stocks/debentures, production of basic commodities, processing or manufacturing (Kumuyi, 2010; Etonyeaku, 2009; Oborah, 2005).

CONCLUSION

Business Education has a formidable force that will equip the graduates with appropriate skills, knowledge, abilities and competencies that will enable self-reliance, leading to sustainable economic growth and livelihood. It is expected that the knowledge of business Education, entrepreneurial skills, and strategies to be adopted to raise fund would make life easy for youths to establish small-scale businesses.

However, the approach to Business Education in Nigeria is not geared towards self-employment due to some structural inadequacies and lack of practical experience. These among others are viewed as problems in the work. Efforts should be made towards the development of skills and attitudes appropriate for self-employment.

For Business Education to meet the challenges of the future, it should be geared towards entrepreneurship development. The components of entrepreneurship must be included in Business Education curriculum of tertiary institutions in order combat scarcity of jobs which has combined with lack of employability skills and knowledge to cause high youth unemployment.

RECOMMENDATIONS

- Business Education programme should be incorporated in all education levels in Nigeria, to equip students with skills needed by the labour market and for self-employment.
- Entrepreneurship education should be included in Business Education curriculum and made compulsory in all institutions offering Business Education in the country as employment strategy that can lead to economic self-sufficiency for graduates.
- Institutions offering Business Education programmes should be adequately funded and equipped with modern information technology to enable the recipients acquire adequate practical skills for gainful employment and self-reliance.
- Only teachers with skills and knowledge in the subject areas of Business Education should be employed, trained and motivated to properly educate the unemployed graduates.
- To move Business Education forward, the society should change its wrong perception on Vocational and Technical Education. Though, there appears a significant change in people's attitudes nowadays, there still remain much to be done in this regard.
- Nigerian graduates should develop a genuine interest in Business and Entrepreneurship Education by enrolling for Business Education in either full-time, part-time or sandwich programmes to enable them acquire entrepreneurial skills for self-employment.
- The youths and adults who possess entrepreneurial skills should be encouraged through granting of soft loans by the government and other financial institutions, to establish and own small-scale business. Such loans should be with little or no interest, if possible.
- A model entrepreneurship incubation center should be established in all tertiary institutions with the support of the Education Trust Fund (ETF) to serve as training ground for students.
- Students' Industrial Work Experience Scheme (SIWES), otherwise known as Industrial Attachment, is a practical programmed where students of Vocational and Technical Education acquire and update their skills. However, it is at the verge of collapsing. Rumors have it that the Federal Government intends to scrap it. This should not be attempted; rather it should be reinforced to students to gain more practical experience, which cannot be gotten in the classroom. SIWES period should be extended for students to practicalise classroom theories. Three months is too short a time for meaningful practical experience to be gained. A period of six months to one year is hereby suggested.

- A well-planned and coordinated staff training and development programme should be put in place for Business Education teachers constantly to update their knowledge, skills and competencies in order to be more competent on the job. Teachers should be encouraged through sponsorship, special allowances and other necessary motivation for re-training, and to enable them attend workshops, seminars and conferences to keep abreast with the ever-changing technology. It is common place in Nigeria today that most teachers have analogue knowledge while the students they teach have digital knowledge.
- The time allocated to practical courses like typesetting, accounting, shorthand, computer appreciation and application among others, is too small. More time should be allocated for gainful experience. In most institutions in Nigeria, students in their computer class do not have access to a computer, let alone of operating it. They are only taught theories which cannot help them.
- Skills acquisition is one of the tried-and-true ways to reduce Nigeria's high jobless rate and poverty (Dike, 2009). This, the author believes, could be achieved through functional Business Education programme.

If the foregoing suggestions are adopted and implemented, the graduates will be equipped with entrepreneurial skills, which will go a long way in reducing poverty and solving the prevailing unemployment problem among Nigerian graduates.

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