



# **Assessment of Entrepreneurial skills for Curbing Unemployment among Business Education Students in Rivers State**

**OLORUNFUNMI, E.N & KAYII, N.E**

**Department of Business Education  
Rivers State University, Port Harcourt, Nigeria  
numbarabari.kayii@ust.edu.ng**

## **ABSTRACT**

The study assessed how entrepreneurial skills can help Business Education students in Rivers State curb unemployment. The population for the study comprises of 4437 Business Education students in Rivers State and a sample size of 400 respondents. The research adopted a correlational design. The Instrument used for data collection was a structured questionnaire titled “Entrepreneurial Skills and Unemployment Assessment Questionnaire”. A reliability coefficient of 0.87 was obtained using Cronbach Alpha. Two research questions and two hypotheses were posed to guide the study. The items were rated on four (4) point rating scale and the 400 copies questionnaire retrieved were analyzed using mean and standard deviation for the research questions and chi-square for the hypotheses tested at 0.05 probability level. The result revealed that unemployment is inversely related to innovative skills and self-motivation skills; which implied that the utilization of any of these entrepreneurial skills by business education students will decrease the level of unemployment. The study however recommends that Business education students should be equipped with pedagogical innovativeness for discovery of economic opportunities through Seminars and conferences in areal of entrepreneurial skills acquisition.

**Keywords:** Entrepreneurial skills, Unemployment Business Education, Innovative skills, self-motivation skills

## **INTRODUCTION**

The peril of unemployment in Nigeria in the past and at present has been an issue of great interest to the economic managers, individuals, government at all levels and policy makers (Nwankwo, 2013). Unemployment according to Lamido (2013) as cited in Bogoro (2015) is one of the full scale financial issues that each dependable government is relied upon to screen and manage as it arises as a result of absence of policy on social welfare, improper orientation of the youths and societal attitude towards vocational and technical education. Fajana (2000) defined unemployment as a situation where people who are able and willing to work are unable to find suitable paid employment. International Labour Organization (ILO) (2015) defined the unemployed as the number of the economically active population that is without work but is available and searching for work, including those that have lost their jobs and those that have voluntarily left work.

Olagunju (2004) viewed entrepreneurial skill as the dexterity of an individual to exploit an idea and create an enterprise that is not only for personal gain but also for social and developmental gain. Salgado-banda (2005) in his research asserted that entrepreneurial skill is the ability to have passion, empathy, boldness, tenacity, self-belief, readiness to take expert advice, desire for immediate result and ability to recognize opportunities. Ubulom (2003) defined entrepreneurial skills as vocational business skills, which an individual acquires to enable him function effectively in the tumultuous business environment, as an entrepreneur of a self-employed or a self-reliant. The entrepreneurial skills identified by Ubulom (2003) include the ability to:

1. Plan, organize and manage small-scale or medium scale business.
2. Source for fund for running small-scale business.

3. Develop skill of keeping the accounting records of small-scale business.
4. Develop human and public relations skills.
5. Develop the skills for the maintaining of law relating to the registration and running of small-scale business and co-ordination of both human and material resources.
6. Acquire the skills for effective supervision and coordinating of both human and material resources.
7. Develop the skills for effective utilization of the profit for the growth and development of the firm.
8. Apply integrating business skills.
9. Acquire proprietorship and high productivity skills.
10. Develop the broad base investment planning and implementation skills.

Ubulom and Enyoghasim (2012) further identified entrepreneurial skills to include ability to:

1. Initiate strict guidelines for tardiness, business exploration and discipline.
2. Express work value through entrepreneurship activities.
3. Encourage self-esteem in the customers
4. Promote and require timeliness, effort, responsibility and other values.
5. Use the available tools to illustrate the importance of entrepreneurship skills development.

Okolie and Ogbaekirigwe (2014) in their study identified entrepreneurial skills to include innovative skills, self-motivation skills, marketing skills, administrative skills, Information and Communication Technology (ICT) skills and secretarial skills which form basis of the modular approach to business education. To this end, Okolie and Ogbaekirigwe (2014) defined business education as a field of study that provides learning situations for skill acquisition and application of such skills in occupational choice, managing of personal or group business for personal living and ultimate growth and development of the economy. American Vocational Association (AVA) (1981) in Osuala (1993), viewed Business Education as a programme of instruction which consists of two parts: (a) Office Education; a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation(b) General Business Education; a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. Aliyu (2007) describes business education as the education for the acquisition and development of competencies and skills, attributes and attitudes that are necessary for productiveness of the economic system. He further sees business education as the intellectual and vocational preparation of recipient for earning a living in the coetaneous industrial and business environment as it's prepare the recipients for jobs in business administration, teaching, industries and entrepreneurship. Salami (2011) in his research on entrepreneurship and youth unemployment in Nigeria associate high youth unemployment to the disconnection between development of entrepreneurship culture and effective technical/vocational education.

#### **Statement of the Problem**

In recent years, observation shows that government, economy managers, stakeholders, parents and the general public expressed considerable anxiety over unemployment of willing and capable individuals in the country with special attention to Rivers State, that is endowed with sufficient mineral and human resources. Unemployment as an impediment to social progress, security of life and property, peace and stability, economic growth and development leads to waste of human and material resources. Though some blame it on poor government policies while others strained that many graduates are not employable because they have insignificant business development awareness and relevant entrepreneurial skills to establish small-scale business that will enable them earn a living. Hence, the quest for self-reliance in trade, technology and industrial growth and development boils down to the need for skilled personnel who will ultimately utilize copious resources in the country (Okolie, Elom, , Ituma, Opara, Ukwu, Inyiagu & Ndem 2014). To this end, the study assessed how entrepreneurial skills can help curb unemployment among business education students in Rivers State.

1. Examine how innovative skills could help curb unemployment among business education students in Rivers State.

2. Examine how self-motivation skills could help curb unemployment among business education students in Rivers State.

#### **Research questions**

1. To what extent does an innovative skills help to curb unemployment among business education students in Rivers State?
2. To what extent does a self-motivation skills help to curb unemployment among business education students in Rivers State?

#### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance for the study.

1. There is no significant association between innovative skills and unemployment among business education students in Rivers State.
2. There is no significant association between self-motivation skills and unemployment among business education students in Rivers State.

### **Theoretical and Empirical Review**

#### **Kirzner's Theory of Entrepreneurship Alertness**

Theory of entrepreneurship alertness propounded by Kirzner Israel in 1984 centered on entrepreneurial alertness to available but unnoticed opportunities. Kirzner theory believed that an individual is enriched with the trait to acknowledge opportunity waiting to be exploited that others failed to recognize. He further stressed that alertness guides individuals to make discoveries that are precious in the satisfaction of human wants. Entrepreneurs through their alertness can discover and exploit situations that can be sold at high prices than that which can be bought at low prices. The theory is relevant to the research because an individual with entrepreneurial skills is expected to have been equipped with mental alertness needed for identifying opportunities that can be transfer to wealth creation thereby creating employment opportunities for him and other citizens.

#### **Innovative Skills for Curbing Unemployment**

Innovation according to OECD and EUROSTAT (2005) is the utilization of new or significantly improved production process, new marketing process or new organizational method of business practices and external relations. Okpara (2007) sees innovation as the process of changing ideas into reality that triggers creative idea to generate series of innovative events. The National Innovation Initiative (NII) defines innovation as the inter-section of invention and insight, which leads to the creation of economic and social worth. In line with this, Wikipedia defined innovative skills as the skills that involve the combination of cognitive, behavioural and technical skills that allows individuals to become innovative in what they do. According to Okolie and Ogbakirigwe (2014) innovative skills involves the consolidation of fresh ideas or accumulation of knowledge casting comprehensive net for the discovery of possible opportunities. Thus, innovative skills are skills acquired by individuals that empower them to introduce new things capable of ensuring self-employment in the society. This class of skills allows individual take cognizance of untapped business opportunities in their environment and propel them into taking advantage of such opportunities.

According to Hassan (2013) innovative entrepreneurs ushers in new products, inaugurates new process of producing and discern new market for economic products. To Thom-Otuya and Thom-Otuya (2008) innovative entrepreneurs usher in new ideas, new products, new technology and methods and are interested in re-organizing enterprise for profit maximization. OECD (2005) asserted that innovative entrepreneur has initiative for production innovation, process innovation, market innovation and organizational innovation. OECD (2005) further gives detailed explanation of their assertions saying that; innovative entrepreneur with product innovation introduces products that are new or significantly improve with respect to its intended uses. This includes improvements in materials and technical specifications, incorporation of software that is user friendly or other functions that involve activities such as research and development, acquisition of patents and technology licenses, trademarks and industrial engineering. Process innovation entrepreneur implement fresh or expressively improved production or delivery process that includes significant changes in equipment usage, techniques and software. Marketing innovation

entrepreneur implement fresh marketing process that involves significant change in product design and packaging, product promotion and pricing with the aim of introducing new products or increasing sales for existing products in the market thereby increasing sales. Organizational innovation entrepreneur implement new organizational policies with intention of boosting firm's performance by reducing administrative cost, gaining access to non-tradable assets, improving work satisfaction and reducing costs of supplies.

Since the main aim of developing every nation is to ameliorate the standard of living of its citizenry through efficient utilization of human and material resources. It can be concluded here that an individual with innovative skills acquired through business education will contribute positively to the nation's economic development and sustainability in general and Rivers State in particular through self-employment and jobs creation for others. This will conduce positively to hunger and poverty reduction thereby vaulting the economic and social status of the state.

### **Self-Motivation Skills for Curbing Unemployment**

Umunadi (2010) defined self-motivation as the capacity to be self-confident with commitment and drive to make sure essential steps are taken towards making dreams of successful business a reality. Business dictionary defined self-motivation as the capability to do what needs to be done without being persuaded by anybody or situation. Self-motivation according to Wikipedia is the ability to satisfy desired expectation or goal without being influence to do so by another person. In summary, self-motivation is the quality possessed by individual that enables him see opportunities where others sees failure and exploit the ideas extensively to achieve difficult tasks. Okolie and Ogbaekirigwe (2014) in their study sees self-motivation skills as the skill that deals with the ability to move in such a way that the innovative skills acquired can be put to production of goods and services. Self-motivation skills according to Odia and Odia (2013) includes confidence in oneself and one's ideas, internal locus of control, self-starter with a clear desired goal in mind, diligent and hardworking, and extra drive and commitment to set goals. Warner (2013) says an individual with self-motivation skills has the ability to motivate himself to find strength to do something without being influenced by anybody. He further said that an individual with self-motivation skills always find reasons and strength to complete a challenging task relentlessly without been controlled or persuaded.

Observation shows that an individual with self-motivation skills could survive in any economic situation including Rivers State that is endowed with several mineral and economic resources. This is so because such individual will always have the desire to improve or meet certain standards, always ready to act on opportunities and always willing to pursue goals in the face of setbacks. More so, such individual tend to be more organized, have good time management skill, and have self-esteem and confidence to propel creation of wealth. It can be concluded that an individual with self-motivation skills acquired through business or entrepreneurship education is motivated to see himself as manager of human and material resources at his disposal for economic growth and development not minding the challenges ahead. Hence, self-motivated individual is equipped to channel energy that is generated towards converting challenges to opportunities for effective utilization of factors of production for economic sustainability and development.

### **METHODOLOGY**

The approach adopted in the execution of the study is correlational design. Nwankwo (2013) explained correlational design as a type of association study which involves finding out the magnitude and direction of the association between two or more variables, by correlating scores from the variables involved. The essence of adopting correlational design is to examine the association between entrepreneurial skills and unemployment among business education students in Rivers State. The population for the study comprised all business education students totalling four thousand four hundred and thirty seven (4,437) from Rivers State University (RSU), Ignatius Ajuru University of Education (IAUOE) and Federal College of Education (Technical) Omoku (FCET). Business education students among other populations are chosen for the study because of their exposure to entrepreneurship courses. A sample size of 400 Business education students in Rivers State was drawn through proportional stratified random sampling to

have representatives across the three tertiary institutions. Instrument for data collection was structured questionnaire titled “Entrepreneurial Skills and Unemployment Assessment Questionnaire (ESUAQ)”. ESUAQ was divided into two (2) sections of A and B. Section A is designed to obtain demographic information on the respondents while sections B contained ten (10) questionnaire items designed to elicit information on the extent to which innovative skills and self- motivation skills acquired by business education students can help to curb unemployment in Rivers State. This research work was subjected to face and content validation by research experts; while reliability coefficient of the instrument was determined be 0.87 using Cronbach Alpha to measure internal consistency and stability

### ANALYSES OF DATA AND RESULTS

**Research Question 1:** *To what extent does an innovative skills help to curb unemployment among business education students in Rivers State?*

**Table 1: Responses on Innovative Skills for Curbing Unemployment among Business Education Students in Rivers State**

S/N	Innovative Skills among Business Education Students	N	Sum	Mean	SD	Remark
1	Ability to identify and exploit new technological trends ensures employment generation.	400	1354	3.38	0.80	Accepted
2	Ability to identify available business opportunities guarantee self-reliance.	400	1298	3.24	0.86	Accepted
3	Ability to introduce new goods or services that meet people needs ensures job creation.	400	1199	2.99	1.07	Accepted
4	Ability to improve production and delivery methods guarantee employment.	400	1194	2.98	0.87	Accepted
5	Ability to implement new marketing strategies ensures employment generation.	400	1118	2.79	1.11	Accepted
	<b>Grand Mean</b>			<b>3.07</b>		<b>Accepted</b>

Table 1 above manifested the respondent’s agreement to all items of innovative skills as tools to curb unemployment among business education students in Rivers State. The grand mean of 3.07 > 2.5 is an indication that the respondents agreed that innovative skills acquired and utilized by business education students can help to curb unemployment in Rivers State to a high extent.

**Research Question 2:** *To what extent does a self-motivation skills help to curb unemployment among business education students in Rivers State?*

**Table 2: Responses on Self-Motivation Skills for Curbing Unemployment among Business Education Students in Rivers State**

S/N	Self-Motivation Skills among Business Education Students	N	Sum	Mean	S.D	Remark
1	Ability to pursue goals helps in converting challenges to business opportunities.	400	1291	3.22	0.88	Accepted
2	Ability to develop self-confidence leads to successful management of business enterprise.	400	1275	3.18	0.84	Accepted
3	Desire to meet certain standards in the face of challenges propel individual into wealth creation.	400	1363	3.40	0.80	Accepted
4	Self-confident with drive and commitment ensures maximum utilization of economic resources.	400	1271	3.17	0.81	Accepted
5	Commitment to set goals in turbulent business environment ensures sustainable wealth creation.	400	1262	3.15	0.90	Accepted
<b>Grand Mean</b>				<b>3.22</b>		<b>Accepted</b>

Table 2 above proved the respondents agreement to all items of self-motivation skills as tool to curb unemployment among business education students in Rivers State. Specifically, questionnaire item 3 which sort to find out respondents desire to meet certain standards in the face of challenges had a mean score of 3.40 > 2.5. The grand mean of 3.22 is an indication that the respondents agreed that self-motivation skill acquired and utilized by business education students can help to curb unemployment in Rivers State to a high extent.

**Hypothesis 1**

**HO<sub>1</sub>:** There is no significant association between innovative skills and unemployment among business education students in Rivers State.

**Table 3: Chi-square Analysis showing the association between Innovative Skills and Unemployment among Business Education Students in Rivers State**

S/ N		1 VLE	2 LE	3 HE	4 VHE	Row Total	Cal. $\chi^2$	Df	Crit. Valu e	Remark
1.	Ability to identify and exploit new technological trends ensures employment generation	18	27	138	217	400				
2.	Ability to identify available business opportunities guarantee self-reliance	23	42	149	186	400				
3.	Ability to introduce new goods or services that meet people needs ensures job creation	61	49	120	170	400	137.97	12	21.026	Null hypothesis rejected
4.	Ability to improve production and delivery methods guarantee employment	29	68	183	120	400				
5.	Ability to implement new marketing strategies ensures employment generation	72	69	128	131	400				
<b>Column Total</b>		<b>203</b>	<b>255</b>	<b>718</b>	<b>824</b>	<b>2000</b>				

Results from table 3 above, revealed calculated chi-square ( $\chi^2$ ) values to be 137.9 and table value to be 21.026 at 0.05 level of significance with degrees of freedom (df) 12. Since calculated value of 137.97 is greater than table value of 21.026, thus null hypothesis of no significant association between innovative skills and unemployment among business education students in Rivers State was rejected. Hence, the researcher upholds the alternative hypothesis that says there is significant association between innovative skills and unemployment among business education students in Rivers State.

**Hypothesis 2**

**HO<sub>2</sub>:** There is no significant association between self-motivation skills and unemployment among business education students in Rivers State.

**Table 4: Chi-square Analysis showing the association between Self-motivation Skills and Unemployment among Business Education Students in Rivers State**

S/N		1 VLE	2 LE	3 HE	4 VHE	Row Total	Cal. $\chi^2$	Df	Crit. Valu e	Remar k
1.	Ability to pursue goals helps in converting challenges to business opportunities.	27	41	146	186	400				
2.	Ability to develop self-confidence leads to successful management of business enterprise.	19	54	160	167	400				
3.	Desire to meet certain standards in the face of challenges propel individuals into wealth creation.	20	22	133	225	400	43.26	12	21.0 26	Null hypothe sis rejected
4.	Self- confidence with drive and commitment ensures maximum utilization of economic resources.	16	57	167	160	400				
5.	Commitment to set goals in turbulent business environment ensures sustainable wealth creation.	30	49	151	170	400				
<b>Column Total</b>		<b>112</b>	<b>223</b>	<b>757</b>	<b>908</b>	<b>2000</b>				

Analysis from table 4 above revealed calculated chi-square ( $\chi^2$ ) values to be 43.26 and table value to be 21.026 at 0.05 level of significance with degrees of freedom (df) 12. Since calculated value of 43.26 is greater than table value of 21.026, the null hypothesis of no significant association between self-motivation skills and unemployment among business education students in Rivers State was rejected. Hence, the researcher upholds the alternative hypothesis that says there is significant association between self-motivation skills and unemployment among business education students in Rivers State.

**Summary of Major Findings**

Based on analysis from the data collected, the following findings were summarized;

Research question 1 (Table 1) shows that respondents agreed to a high extent (grand mean of 3.07 > 2.5) that ability to identify and exploit new technological trends, identify available business opportunities, introduce new goods or services, improve production and delivery methods and other innovative skills acquired and utilized by business education students could help curb unemployment in Rivers State.

Research question 2 (Table 2) revealed that respondents agreed to a high extent (grand mean of 3.22 > 2.5) on all items of self-motivation skills acquired and utilized by business education students as tool to curb unemployment in Rivers State. Specifically, respondents agreed that Self-confident leads to successful management of business enterprise. The chi-square analysis of the various null hypotheses revealed that hypotheses 1 and 2 indicated that there is a significant difference between innovative skills, self-motivation skills and unemployment among business education students in Rivers State.

### **Innovative Skills and Unemployment**

Findings from research question 1 shows that respondents to a high extent agreed that ability to identify and exploit new technological trends, identify available business opportunities, introduce new goods or services that meet people's needs, improve production and delivery methods and other innovative skills acquired and utilized by business education students could help curb unemployment in Rivers State. The chi-square calculated value of 137.97 indicated significant relationships between the dependent and the independent variables i.e. increase in utilization of innovative skills by business education students are accompanied with decrease in the level of unemployment. These findings are in consonance with Ezeanokwasa and Nwachukwu (2014) who submitted that contribution of entrepreneurial skills towards reducing unemployment in Nigeria include amelioration in standard of living through innovation that lead to introduction of quality goods and services. This is also in agreement with Daluba and Odiba (2013) who revealed that entrepreneurship skill like communication, creativity, innovativeness and many more is needed by students of vocational and technical education for self-reliance.

### **Self-motivation Skills and Unemployment**

Findings from research question 2 shows that respondents to a high extent agreed that ability to pursue goals, develop self-confidence, meet certain standards in the face of challenges and other motivation skills acquired and utilized by business education students could help curb unemployment in Rivers State. The chi-square calculated value of 43.26 indicated significant relationship between self-motivation skills and unemployment i.e. increase in utilization of self-motivation skills by business education students is accompanied with decrease in the level of unemployment. These findings are in concord with Ukommi and Okeagu (2015) who revealed that youth's firmly belief that they can radically change their life, influences their motivation, decision, and ability to establish and run an enterprise; and that self-motivation plays a crucial role in developing appreciable levels of self-efficacy and entrepreneurial spirit in the youths.

Conclusively, unemployment is a peril that requires holistic attention as seen in the study, assessment of entrepreneurial skills for curbing unemployment among business education students in Rivers State. In the same vain, entrepreneurial skills as clearly seen in the study is a vehicle that propels employment generation towards riding off unemployment and poverty. To this end, the study reveals a significant relationship between innovative skills, self-motivation skills and unemployment among business education students in Rivers State.

### **RECOMMENDATIONS**

Since the economic situation of the country needs to be re-engineered towards strategically repositioning from mono-economy to a diversified economy with potentials in solid minerals, agriculture, manufacturing, mining and manufacturing. Hence, it is of optimum responsibility for all stake holders in Rivers State to create an enabling environment that facilitate implementation of acquired entrepreneurial skills by business education students in wealth creation. It is on these bases that the researcher proffers the following recommendations;

1. Business education students should be equipped with pedagogical innovativeness for discovery of economic opportunities.
2. Seminars and conferences on self-confidence should be organized for business education students regularly.

### **REFERENCES**

- Aliyu, S. (2007). *Entrepreneurship Education: An overview Teacher's guide on Entrepreneurship Education for Polytechnic and Mono-techniques in Nigeria*. Ibadan: Oluyole Press.
- Bogoro, S.E. (2015). *Entrepreneurship for Development*. Being the Convocation Lecture Delivered at the 2nd Convocation Ceremony of the Kaduna State University.

- Daluba, I.A. & Odiba, N.E. (2013). Evaluation of Entrepreneurship Skills Development in Students of Vocational and Technical Education Programmes in Colleges of Education in Kogi State, Nigeria. *Research on Humanities and Social Sciences*, 3(2), 32-38.
- Ezeanokwasa, F.N. & Nwachukwu, O.P. (2014). Effective Entrepreneurship Skills in Reducing Unemployment through Small Business innovation in Nigeria. *Journal of Information and Knowledge Management*, 4(11), 97-102.
- Fajana, S. (2000). *Functioning of the Nigerian Labour Market*. Lagos: Labonfin and Company.
- Hassan, O.M. (2013). Curbing the Unemployment Problem in Nigeria through Entrepreneurial Development. *African Journal of Business Management*, 7(44), 4429-4444. Retrieved 17<sup>th</sup> August, 2016, from <http://www.academicjournals.org/AJBM>
- International Labour Organisation (ILO), (2012). *Global Employment Trends for Youth*. Retrieved 10<sup>th</sup> November, 2015, from <http://www.ilo.org/wcmsp5/groups/public>.
- Lamido, S. (May 11, 2013). Unemployment fuelling insecurity in Nigeria. Punch Newspaper, p.12. Assessed 30<sup>th</sup> March, 2016, from <http://scholar.google.com>
- Nwankwo, O.C. (2013). *A Practical Guide to Research Writing*. Publisher: University of Port Harcourt Press Ltd.
- Odia, J.O. & Odia, A.A. (2013). Developing Entrepreneurial Skills and Transforming Challenges into Opportunities in Nigeria. *Journal of Educational and Social Research*, 3(3), 289-298.
- OECD & EUROSTAT (2005). The Measurement of Scientific and Technological Activities. *Oslo Manual Guidelines for Collecting and Interpreting Innovation Data*, 3<sup>rd</sup>(ed), 150-166. Retrieved 27<sup>th</sup> September, 2016, from <http://www.oecd.org>
- Okolie, U.C. & Ogbaekirigwe, C. (2014). Entrepreneurship Development through Vocational Education Training: Issues and Roles in Skills Acquisition and Manpower Development in a Developing Economy. *Journal of Education Policy and Entrepreneurial Research (JEPER)*, 1 (2), 151- 157. Retrieved 15<sup>th</sup> October, 2016 from [www.iistc.org](http://www.iistc.org)
- Okolie, U.C., Elom, E.N., Ituma, A., Opara, P.N., Ukwa, J.N., Inyiagu, E.E. & Ndem, J.U. (2014). Influence of Entrepreneurship Education on Students Attaining Business Development Awareness and Skills Acquisition in Nigeria. *IOSR Journal of Research and Method in Education (IOSR-JRME)*, 4(3), 37-44.
- Olagunju, Y.A. (2004). *Entrepreneurship: Small Scale Business Enterprises Development in Nigeria*. Ibadan University Press Plc.
- Okpara, F.O. (2007). The Value of Creativity and Innovation in Entrepreneurship. *Journal of Asia Entrepreneurship and Sustainability*, 3(2), 1-14.
- Osuala, E.C. (1993). *Principles and Practices of Small Business Management in Nigeria*. Nsukka: Fulladu Publishing Corporation.
- Salami, C. G. E. (2013). Youth Unemployment in Nigeria: A Time for Creative Intervention. *International Journal of Business and Marketing Management*, 1(2), 18-26.
- Salgado-Banda, H. (2005). *Entrepreneurship and Economic Growth: An Empirical Analysis*. Paper Presented at Seminar for Young Economist at Banco de Mexico, 1-46.
- Thom-Otuya, V.C. & Thom-Otuya, B.E.N. (2008). Enhancing Sustainable Development Through the Promotion of Entrepreneurial Skills in the Niger Delta. *Journal of Pedagogy and International Development*, 13(1), 55-62.
- Ubulom, J. & Enyoghasim, M. (2012). Developing Entrepreneurial Skills through Business Education Programme to Curb Youth Restiveness for Sustainable Niger Delta Development. *European Journal of Business and Management*, 4(21), 68-75.
- Ubulom, W.J. (2003). Developing Entrepreneurial and Employability Skills through Business Education in Nigeria. *Book of Reading in Business Education*, 1(3), 208-218.
- Ukommi, A.S. & Okeagu, B.N. (2015). Information and Communication Technology (ICT) Education and Youth Entrepreneurship in Uyo, Akwa-Ibom State of Nigeria. *Journal of Humanities and Social Science*, 20(7), 1-14.
- Umunadi, K.E. (2010). Acquisition of Skills and Competencies by Technical Education Teachers as Instrument for National Growth in Nigeria. *Journal of Qualitative Education*, 6 (1), 3-4.
- Warner, J. (2013). *Self-motivation and Optimism: The Key to Entrepreneurial Success*. An Article Retrieved 12<sup>th</sup> May, 2015, from <http://www.blog.readytomanage.com>