

## Evaluation of Entrepreneurial Skills Needed by the Students of Universities for Self Reliance and Sustainable Development in the South-East Nigeria

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### Abstract

This paper evaluated the entrepreneurial skills needed by students of Federal Universities in the South-East Nigeria. 3 research questions and 3 hypotheses were formulated to guide the study. This was a descriptive survey research design and the population consisted of 325 lecturers from only Faculty of Education in the five Federal Universities from five states in the South-East. Stratified random sampling technique was used to select a total of 98 lecturers as the sample. Well structured questionnaire was used to collect data, rated on a four point scale and it contained 40 items. The instrument was tested for reliability using Pearson Product Moment Correlation Coefficient and it yielded an index of 0.79 which was adjudged high for measuring the consistency of the items. Mean and SD were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. From the analysis, it was observed that the entrepreneurial skills needed by the students of universities include innovative, creative, administrative, financial skills among others. It was then recommended that stakeholders should incorporate in curriculum those subjects that will help expose these students to other skill acquisition programmes in addition to entrepreneurship education.

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**Keywords:** entrepreneur, entrepreneurship education, entrepreneurial skills, self reliance, sustainable development.

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### INTRODUCTION

Functional education is seen as a standard yardstick for the measurement of growth and development in all the areas of life such as political, social, economic and cultural. It is also fundamental to the construction of knowledge in all the nations. Logically, the quality of education an individual receives determines the extent of his usefulness to himself and the nation at large. Nigeria today is experiencing mass unemployment rate unlike in the past when people are employed on graduation. The unemployment rate has continued to increase that about 60%-70% of the graduates are not employed while the labour market can only absorb just about 20%. (World Bank, 2009). There is no gain saying that this high rate of unemployment is disastrous and might have contributed to the high rate of crime which has soared in this country ranging from social disturbances and armed robbery to kidnapping and many other social vices. It appears that our graduates are the worst hit because the society has failed to give them proper sense of direction through sound, qualitative and functional education. Many who dropped out of the schools or passed through the schools lack the basic or the pre-requisite skills and

knowledge to compete in the rather weak economy and tight labour market. Therefore the need to create employment opportunities for the students has necessitated the creation of entrepreneurial based environment in the schools to ensure that there is a synergy between university education and entrepreneurship education in Nigerian schools. This will ensure the acquisition of appropriate skills that could be transformed to economic, social, physical and mental competencies as equipment to live in and contribute to the development of the nation. (Federal Republic of Nigeria, FRN, 2004). In line with the above, the quality of instruction at all the levels of education needs to be revitalized by capacity building programmes and imparting in the students important skills for self reliance after graduation.

An entrepreneur is a person that conceives of an idea and utilizes the identified opportunities by employing the factors of production; land, labour, and reproducible capital towards productive ends by way of bringing about appropriate innovation in the production process. He revitalizes an existing business or starts an entirely new one, innovates results in the production of goods

and services, which directly or indirectly help in solving socio-economic, cultural, political and other problems of both the individual and the society. He also transforms and innovates a sustainable enterprise that engenders values which benefit the individuals and the society. Iheonunekwu, (2003) identified the unique personality traits of an entrepreneur as including positive attitudes, high aptitudes, rational reasoning, critical thinking and decision making. He equally generates and articulates his visions into concrete reality as well as assumes a reasonable degree of risks.

Entrepreneurship education according to Osaam (2009) embraces all the formal and informal processes intended to create enabling environment for the students to facilitate the development of entrepreneurial skills, attitude orientations, experience and values for sustainable business, economic growth and sustainable development. FRN (2004) outlined that entrepreneurship education must be in a central position in our educational system especially in our universities as a strategy to put the Nigeria economy on a fast lane of economic regeneration and growth. This will help make our economy one of the strongest in the year 20:2020. FRN (2004) continued to emphasize that those skills needed by these students are the vital tools for the attainment of the Millennium Development Goal (MDG) of which poverty alleviation is a priority, hence emphasizing on the need for functional and qualitative education that helps in the promotion of a progressive and united nation.

Furthermore, entrepreneurial skills are then seen as those skills that are acquired through entrepreneurship education and training such as management, creative, manipulative and so on. These skills serve as tools that prepare the individuals for gainful self employment and minimizes unnecessary dependent on white collar jobs. (Ezeh, 2012). It also helps the individuals to engage in meaningful exploration of the activities in such areas as manufacturing, production, construction, machine operations and many more. Nwangwu (2007) further asserted that the entrepreneurial skills that are needed by the students of education offer them the privilege to experience job, earnings, savings, and investing money in some businesses that will help sustain them after graduation. This will go a long way in reducing the high rate of unemployment and other related social vices. More importantly, it will offer the students the opportunities for creative thinking as well as broadening their horizon and understanding of career opportunities in the society where they live and operate in. In addition to the above, Osaam (2009) outlined that the students are expected to have a broad array of entrepreneurial skills to succeed in today's competitive market. They

must be in possession of basic skills that are necessary to enable them start, nurture, finance, market and maintain their own business enterprises.

Self reliance is synonymous with self sufficiency and self independence. It means doing things for oneself rather than expecting from another. It is also referred to a state of not requiring any external aid, support or interaction for survival. It is also seen as a personal autonomy through the acquisition of skills (FRN, 2004). Skill acquisition then involves the process of getting the students equipped with saleable skills necessary for employment after graduation as well as help to update their work skill that sustains development. It is however, necessary that the type of education that would guarantee self reliance, self employment and independence be provided for the Nigerian students. This can be made possible through entrepreneurship education that will create the enabling environment. This therefore calls for full incorporation of entrepreneurship education as part of the curricula for those studying in the universities. The major concern for this is for them to have a self development and self fulfillment to take more responsibilities for themselves. Ezeh (2012) maintained that this will make them discover their inherent capabilities and aptitudes that help them maximize the available opportunities of coping with the complexities in the society. Therefore the type of skills these students need are the ones that will enhance the development of a profitable investment. Such skills as financial, innovative, personnel management, manipulative, creative thinking skills and so on will in no small measure make the recipients benefit and develop positive values of self reliance, self esteem, resourcefulness, creativity, initiative, courage and responsibilities on graduation. (Gbenidio, 2012).

Sustainable development on the other hand is the development that upholds the present generations to meeting their personal needs. It implies economic growth together with the protection of environmental quality, with each enforcing the other. (Ezeh, 2012). The economic growth and development of any nation are dependent on the inter-relatedness of the skills acquired by the available manpower and the needs of labour market. Therefore, the essence of this form of development is to have a stable relationship between human activities and the world, that will not alter the prospects of the future generations to enjoy the needed quality life. It requires balancing environmental, societal and economic considerations in the pursuit of development and an improved quality of life. Sustainability according to Gbenidio (2012) involves the maintenance of intergenerational equity, gender equity,

just and peaceful societies, social tolerance, human capacity building, environmental preservation and restoration, poverty alleviation and natural resource conservation. The essential tools for achieving sustainable development also include improvement of the quality of basic education, reorientation of the existing education and other programmes that address sustainable growth and development, public awareness, understanding and provision of trainings for all sectors of private and civil society.

Practice has over the time perceived to have been ignored in the educational sector. This deficiency has robbed Nigeria the functionality in its educational system. Consequently, the present emphasis on academic oriented programmes devoid of the acquisition of entrepreneurship skills thus seem not to be preparing the students for different career paths in the constantly changing world. This without being told has so much effects on the sustainable development in Nigeria. The reasons why the universities have not been able to produce graduates that are properly equipped with the saleable skills needed to sustain themselves thus roaming about the streets in search of white collar jobs are unknown. It is against this background that this paper seeks to evaluate the entrepreneurial skills that are needed by the university students, the problems that may hinder the inculcation of such skills as well as the possible measures to be taken to improve the acquisition of such skill in the students of Federal Universities in the South-East Nigeria.

#### **STATEMENT OF THE PROBLEM**

Nigeria like most developing nations of the world is faced with multitude of problems which include poverty, unemployment, ethnic conflicts, insecurity, diseases among others. These situations pose great challenges to the existence of individuals. All these could be traced back to the quality of functional education acquired by the students who are in the universities. Higher educational system seems to have failed to equip the recipients with adequate skills thus making them be over dependent on non-existing white collar jobs. A solution to this ugly situation is yet to be ascertained. In the light of the foregoing, this paper intends to evaluate the needed entrepreneurial skills by these students, the problems of inculcating them as well as the possible measures to be taken to enhance the acquisition of entrepreneurial skills in the students of the Federal Universities in the South-East Nigeria

#### **PURPOSE OF THE STUDY**

Specifically, the study sought to:

1. Ascertain the entrepreneurial skills needed by the students of Federal Universities in the

South-East Nigeria.

2. To identify the problems facing the acquisition of these entrepreneurial skills in the students of Federal Universities South-East Nigeria.
3. To investigate on the possible measures to be employed to help the students acquire the needed entrepreneurial skills.

#### **RESEARCH QUESTIONS**

The following research questions guided this research work

1. What are the entrepreneurial skills needed by the students of Federal universities in the South-East, Nigeria?
2. What are the problems facing the acquisition of entrepreneurial skills in the students of Federal universities in South-East Nigeria?
3. What are the possible measures to be employed to help the students acquire the needed entrepreneurial skills?

#### **RESEARCH HYPOTHESES**

1. There is no significant difference between the mean rating of male and female lecturers opinions on the entrepreneurship skills needed by students of Federal universities in the South-East Nigeria..
2. There is no significant difference between the mean rating of male and female lecturers opinions on the problems facing the acquisition of these entrepreneurial skills in the students of Federal Universities in the South-East Nigeria.
3. There is no significant difference between the mean rating of male and female lecturers opinions on the measures of improving entrepreneurship skills acquisition by these students.

#### **SIGNIFICANCE OF THE STUDY**

No nation can maintain a sustainable economic and human development without the alleviation of unemployment and poverty. Nigeria looks forward to such advancement of human capacity building as a means of achieving a sustainable development and this can only be achieved when its citizens are able to contribute positively to himself and the nation. These contributions are based on the level of skilled manpower that are available. This work will therefore help the government and other stakeholders in education to contribute in repositioning the strategies for promoting creativity and the acquisition of entrepreneurial skill in the university students. The study will equally help the students to know that this is not a text book programme or theory course rather a programme that provides for functional and practical education that will help them acquire the saleable skills for self reliance against over dependence on white collar jobs. The paper will also

help the National Universities Commission (NUC) to constantly reform entrepreneurship education curriculum to accommodate all that are necessary in building of human capacity and investment in human capital necessary to improve the skills, attitudes, creativity, aptitudes and abilities. The knowledge of these will enhance adequate priority capacity building programmes in our universities which in turn leads to sustainable development and poverty alleviation in Nigeria.

**RESEARCH METHODOLOGY**

**Research Design:** This is a descriptive survey research design that deals with comparison of variables.

**Population:** The population consisted of all the five Federal Universities from the five States in the South-East Nigeria. Only the faculty of Education was used with a total of 325 lecturers in these Universities. There were five departments that make up the faculty.

**Sample and sampling technique:** A simple random sampling technique was used to select two universities from the five. They are (Nnamdi Azikiwe University Awka Anambra State and University of Nigeria Nsukka Enugu State) while a stratified random sampling technique was used in selecting a sample size of 98 lecturers from faculty of education in the two universities chosen. The five departments that make up this faculty and the sample size are Educational Management (20 lecturers), Educational Psychology(20 lecturers), Educational Foundations (20 lecturers), Adult and Non-Formal Education(19 lecturers), Curriculum Education (19 lecturers).

**Instrument for data collection:** The instrument for data collection was a well structured self administered questionnaire that contained 40 items. That is 20, 10 and 10 items developed from the 3 research questions. This was developed on a likert four point scale of Strongly Agreed(SA=4points), Agreed(A=3points), Disagreed(DA=2points), Strongly Disagreed(SD=1point). 98 copies were distributed by the researcher and her assistant and all were retrieved on the spot.

**Validity of the instrument:** The questionnaire was validated by experts in the Department of Measurement and Evaluation Michael Okpala University, Umudike.

**Reliability of the instrument:** These items were subjected for reliability testing using Pearson Product Moment Correlation Coefficient. It was administered to 40 lecturers from Michael Okpara University Umudike who were not part of the sample. This yielded a reliability index of 0.79 which was found reliable and consistent.

**Method of data analysis:** Data collected were analyzed using mean and standard deviation for the research questions while a t-test was used to test the hypotheses at 0.05 level of significance.

**PRESENTATION OF RESULTS**

**Research Question I:** What are the entrepreneurial skills needed by students of Federal Universities in South-East Nigeria.

Table 1: Mean responses of the entrepreneurial skills needed by the students of federal universities in the South-East Nigeria

S/N	Description of items (Needed skills)	Mean $\bar{x}$	SD	Rmrks
1	Financial skills	3.33	0.66	Agree
2	Administrative skills	3.50	0.64	Agree
3	Organizational skills	4.15	0.61	Agree
4	Sales and marketing skills	4.49	0.79	Agree
5	Self motivational skills	3.33	0.66	Agree
6	Planning skills	3.03	0.73	Agree
7	Innovative skills	4.49	0.79	Agree
8	Creative thinking skills	3.98	0.79	Agree
9	Accountability skills	3.03	0.73	Agree
10	Risk taking skills	3.46	0.65	Agree
11	Manipulative skills	4.10	0.64	Agree
12	Practical skills	4.11	0.63	Agree
13	Productive skills	3.50	0.64	Agree
14	Controlling skills	3.98	0.79	Agree
15	Personnel management skills	3.33	0.66	Agree
16	Communication skills	3.03	0.73	Agree
17	Thinking skills	3.40	0.66	Agree
18	Coordinating skills	4.00	0.70	Agree
19	Time management skills	3.80	0.73	Agree
20	Evaluating skills	3.72	0.75	Agree
	Grand mean	3.68	0.72	Agree

From the table above, it was revealed that all the twenty entrepreneurial skills outlined such as sales and marketing skills, financial skills, administrative skills, time management skills, evaluating skills, planning skills and so on had the mean ranging between 4.49 and 3.03 and with a grand mean of 3.68 which is above the decision rule of 2.50. This shows that all the

entrepreneurial skills outlined are needed by the students of universities.

**Research Question 2:** What are the problems facing the acquisition of entrepreneurial skills by students in Federal Universities in the South-East Nigeria

Table 2: Mean responses of the problems facing the acquisition of entrepreneurial skills in the students of federal universities in the South-East Nigeria

S/N	Description of items	Mean $\bar{x}$	SD	Rmrks
21	Dearth of adequate skilled manpower.	3.03	0.70	Agree
22	Lack of motivation for the teachers.	3.30	0.66	Agree
23	Poorly equipped workshops, laboratories and Classroom.	3.98	0.79	Agree
24	Unclear description of the goals and objectives. of entrepreneurship education to the students.	3.46	0.65	Agree
25	Improper distribution of funds to schools	4.10	0.64	Agree
26	Lack of commitment of teachers to teaching.	2.02	0.11	Disagree
27	Unconducive teaching and learning environment.	4.10	0.64	Agree
28	Lack of motivation and reinforcement of the students through exposure to carry out practical work .	4.11	0.63	Agree
	Poor administrative qualities of the heads.	2.30	0.22	Disagree
29	Non challant attitude to practically oriented subjects in schools.	3.80	0.73	Agree
30	Grand mean	3.42	0.66	Agree

From table 2 above, it was observed that eight out of the ten outlined problems such as lack of motivation, dearth of adequate skilled manpower, poorly equipped workshops, classrooms, and laboratories had a mean ranging between 4.11 and 3.03. While items 26 and 29 had the mean of 2.02 and 2.30 respectively. But table has a grand mean of 3.42 which is above 2.50 decision point. This means that the outlined constitute the

problems facing the acquisition of the needed entrepreneurial skills by the students of the universities in the South-East.

**Research Question 3:** What are the possible measures to be employed to help the university students acquire the needed entrepreneurial skills?

Table 3: Mean responses of the possible measures be employed to help the students of universities acquire the needed entrepreneurial skills in South-East Nigeria.

S/N	Description of items	Mean	SD	Rmrks
31	Provision of adequate skilled manpower	3.46	0.65	Agree
32	Constant and appropriate motivation for Teachers	3.03	0.70	Agree
33	Well equipped laboratories, classrooms and workshops.	4.49	0.79	Agree
34	Very clear description of the objectives of entrepreneurship education to the students	3.50	0.64	Agree
	Proper distribution of funds to schools	3.46	0.65	Agree
35	Full commitment of teachers to teaching and learning	3.40	0.66	Agree
36	Provision of conducive teaching and learning environment	4.10	0.64	Agree
37	Adequate motivation and reinforcements to the students through exposure to practical work	3.30	0.65	Agree
	Good administrative qualities of the school's Head	3.03	0.73	Agree
38	Full attachment of importance to practical based subjects in schools	4.00	0.70	Agree
39	Grand mean	3.57	0.68	Agree
40				

The table above shows that all the outlined are possible measures such as provision of adequate skilled manpower, well equipped workshops, classrooms, laboratories, full commitment of teachers to teaching and learning and so on when employed will help the acquisition of entrepreneurial skills in these students. They all had the mean ranging between 4.49 and 3.03 and a grand mean of 3.57 which fall above the decision point. Therefore all constitute the measures to employed

to help these students to acquire the needed entrepreneurial skills.

**TEST OF HYPOTHESES**

**Hypothesis One: There is no significant difference between the mean rating of male and female lecturers opinions on the entrepreneurial skills needed by university students of universities in South-East Nigeria**

Table 4. Mean rating of male and female lecturers opinions on the entrepreneurial skills needed by students in federal universities in the South-East Nigeria

Variable	Group	No	$\bar{x}$	SD	Df	Tcrit	Tcal	Decision
Skills	Male	69	4.30	0.60	68	1.96	1.20	Accept Null HO
	Female	29	3.83	0.74	27	1.96	0.41	

Table 4 revealed that the t-cal of males and females were 1.20 and 0.41 which are less than the t-value of 1.96 at 0.05 and degree of freedom of 68 and 27. This indicated that the null hypothesis that says that there is no significant difference between the mean rating of male and female lecturers opinions on the entrepreneurial skills needed by students of universities is upheld.

**Hypothesis Two:** There is no significant difference between the mean rating of male and female lecturers opinions on the problems facing the acquisition of entrepreneurial skills by students of universities in South-East Nigeria

Table 5. Mean rating of male and female lecturers opinions on the problems facing the acquisition of entrepreneurial skills by students in federal universities in the South-East Nigeria

Variable	Group	No	$\bar{x}$	SD	Df	T-crit	Tcal	Decision
Problems	Male	69	4.12	0.65	68	1.96	1.19	Accept Null HO
	Female	29	3.23	0.63	27	1.96	0.37	

Table 5 revealed that the t-cal of males and females were 1.19 and 0.37 which are less than the t-value of 1.96 at 0.05 and degree of freedom of 68 and 27. This indicated that there is no significant difference between the mean rating of male and female lecturers on the problems facing the acquisition of entrepreneurship skills by the students. We therefore fail to reject the null hypothesis.

**Hypothesis Three:** There is no significant difference between the mean rating of male and female lecturers opinions on the measures to be employed to help the students of universities in South-East Nigeria acquire the needed entrepreneurship skills

Table 6. Mean rating of male and female lecturers opinions on the measures to be employed in helping the students of federal universities in the South-East Nigeria to acquire the needed entrepreneurship skills

Variable	Group	No	$\bar{x}$	SD	Df	T-crit	Tcal	Decision
Possible Strategies	Male	69	4.02	0.61	68	1.96	1.11	Accept Null HO
	Female	29	3.88	0.68	27	1.96	0.42	

Table 6 revealed that the t-cal of males and females were 1.11 and 0.42 which are less than the t-value of 1.96 at 0.05 and Degree of freedom of 68 and 27. This indicated that the null hypothesis that says that there is no significant difference between the mean rating of male and female lecturers on the measures to be employed to help these students acquire the needed entrepreneurial skills is accepted.

**DISCUSSION ON FINDINGS**

The findings in table 1 above showed that all the entrepreneurial skills such as financial, administrative, organizational skills and so on are highly needed by the university students. This is because they will go a long way in helping them to achieve self reliance and be self employed after graduation. This goes in agreement with the findings of Ezech (2012) who maintained that the

acquisition of management skills, financial skills, decision making skills and ability to monitor the business environment has the likelihood or potentials for the attainment of self reliance that contributes to sustainable development. In support of the above, FRN (2004) added that there is need to create varied employment opportunities for the education students by ensuring that there is a synergy between entrepreneurial skills and the world of work. This will enhance the acquisition of appropriate skills that could be transformed into economic, social, physical and mental competencies as valuable equipment to live and contribute to the development of oneself and the nation at large.

Table 2 revealed that such problems as lack of funds, dearth of adequate skilled manpower, lack of facilities, lack of teacher motivation, poor environmental conditions among others hinder the acquisition of the needed entrepreneurial skills by university students. Kayode (2010) confirmed this by observing that most of the teachers have not acquired the new and needed entrepreneurial skills to impart in the students as well as the teaching methodology which has not changed fundamentally from the old system of paper and pencil based to the present digital era. Isah, Erwart and Fabunmi (2009) in agreement to this noted that Nigeria is faced with the greatest challenges in the recent past resulting from bureaucracy, poor funding, infrastructural decay, poor motivation of teachers to indecision on the part of the educational planners among others. All these have affected the quality of skill and practical based education delivery adversely. Gbenidio (2012) rightly supported the above by frowning that despite the purported huge investment in education, our country has not done well educationally. Teaching, learning equipment and facilities such as good libraries, workshops, laboratories, audio visuals, scientific and technical equipment are grossly inadequate.

From the findings on table 3, it was observed that all the possible measures such as the provision of adequate skilled manpower, constant and appropriate motivation for the teachers, well equipped workshops, laboratories, classrooms and others if employed will help the students to acquire the needed entrepreneurial skills for self reliance after graduation. This findings is in consistent with that of Nwangwu (2007) who pointed out that the Nation's institutions are in need of experts in entrepreneurship education. He continued by maintaining that the task of producing competent entrepreneur graduates demands specialists in the field who have practical orientation in entrepreneurship education. National Universities Commission NUC (2004) opined that giving the students good orientation

and enlightenment on the aims and objectives of entrepreneurship as well as involving them fully in all the entrepreneurial programmes will aid the attainment of the MDG project of self reliance and sustainable development.

Findings from table 4 revealed that there is no significant difference between the mean rating of males and females lecturers opinions on the entrepreneurial skills needed by university students. This finding is in line with the report of FRN (2004) which stated that various skills when acquired will help to build entrepreneurial expertise among graduates as it helps them be self reliant so as to contribute immensely to the development of himself and the society where he lives and operates in.

In table 5, it was seen that there was no disparity in the opinions of males and females lecturers in relation to the problems facing the acquisition of entrepreneurial skills. Many researchers like Isah, Erwart and Fabunmi (2009), and Iheonunekwu (2003) agreed that most of the Nigerian schools are in a sorry state characterized by dilapidated structures, overcrowded classrooms, unavailability of basic teaching and learning materials. Also in agreement, United Nations Education Scientific and Cultural Organization UNESCO (2006) added that a major challenge facing entrepreneurship education in Nigeria is lack of fund resulting to poor fiscal allocation to the educational sector which has never been in conformity with the UNESCO standard of 26% of the total National budget to education.

The findings from table 6 showed that there is no significant difference between the mean ratings of males and females lecturers opinions on the measures to be employed in helping the students to acquire entrepreneurial skills for self reliance. All the above corroborates with the work of Osaam (2009) who asserted that staff of the right quality and quantity should be selected for the holistic and functional entrepreneurship programmes in schools. All the above will help the students increase their commitment to entrepreneurial skills development.

## RECOMMENDATIONS

The following recommendations were made based on the findings:

1. Government and other stakeholders in education should expose the students to other skill acquisition subjects such as Information Communication Technology and Vocational Technical Education in addition to entrepreneurship education. These will make them acquire the skills that will help them be self reliant

so as to contribute to both self and national development.

2. Efforts should be made by the government to improve the teachers motivational packages which will in turn enhance their participation and commitment to the teaching of entrepreneurship education.

3. Government should also provide human, material and financial resources needed for proper implementation and acquisition of the needed entrepreneurial skills by these students.

## CONCLUSIONS

The period of government employment is becoming a dream except for those who have acquired certain specialized skills. From the foregoing, it has been observed that those who want to survive and compete favourably in the labour market must be exposed to the acquisition of entrepreneurial skills that help them be self reliant so as to contribute their quota to national development. Therefore, emphasis should be laid on entrepreneurship education where the recipients are made to acquire more and additional saleable skills as well as understand the requirements of the world of work. This work has gone a long way to identify the skills needed by the education students such as managerial, financial, creative, innovative among others. The problems that hinder the acquisition of these skills as well as the possible measures to be employed to help these students acquire the needed entrepreneurial skills. All these when acquired will enhance self reliance and self fulfillment.

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